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AN ALASKAN STUDENT OF DOMESTIC ECONOMY

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THE PUBLICATIONS of the Bureau of Education are issued for the benefit of the teachers and school officers of America. They cover practically every phase of educational activity. Under the law which governs them, only a limited edition may be printed for free distribution, but they may be purchased at the cost of printing from the Superintendent of Documents, Government Printing Office, Washington, D. C. Lists of documents available will be freely furnished upon application to the Commissioner of Education, and all requests for free copies of documents should be addressed to him.

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The purpose of this special number is to increase the usefulness of the Bureau of Education by bringing its facilities to the attention of those whom it is intended to serve.

Education is *LEARNING TO DO*

By HUBERT WORK, Secretary of the Interior

WHAT constitutes education is still an open question.

I am familiar with the definitions in the dictionary, both obsolete and modern. All of them are too brief to be adequate. Indeed, the varieties of education are so many that only principles could be cited.

Ability to make a living is the first necessity for an education. When a man can accomplish this he is educated to a degree. Qualifications of a person to adapt himself to the environment in which he finds himself is the test of his intellectual equipment and might be termed his education.

So many different factors enter into an education of any sort. Character, mentality, and training, supported by willingness to serve, are the essentials. No man is great in history unless he was able and willing to serve with and for others. Human relations are fundamental to all other questions in this world. The Great Physician, after reciting law by negation, said: "A new commandment I give unto you, That ye love one another." That thought proved to be the basic essential to civilized existence and the well-spring to education which in turn promotes civilization.

Any manual industry has its educational value. It trains the eye and the hand to work in unison, and through them the mind, to direct both.

There is an education in handling a team of horses—indeed, in making a horseshoe—and the lesson of service unavoidably learned. Service is applied education and should be its object. But there may be wide difference between a college education and its application. One is the tool; the other is its use. The one is the science of service; the other is the art of science applied. The art and science of education combined is the present-day need. It has suggested manual training schools, vocational training, the teaching of trades in the public schools. All in response to the latent realization that the purpose of education is that it shall first bring social independence and open the door to positions as high as the individual has adaptability to occupy.

Shakespeare, Burns, Lincoln, Rockefeller, Schwab, Hill, and scores of others, great men of their time, were not college men. College education is not enough. We should not depend upon it. College is an opportunity, but it will not be what goes into us in college, but what comes out of us after leaving college, that will fix our place in the world.

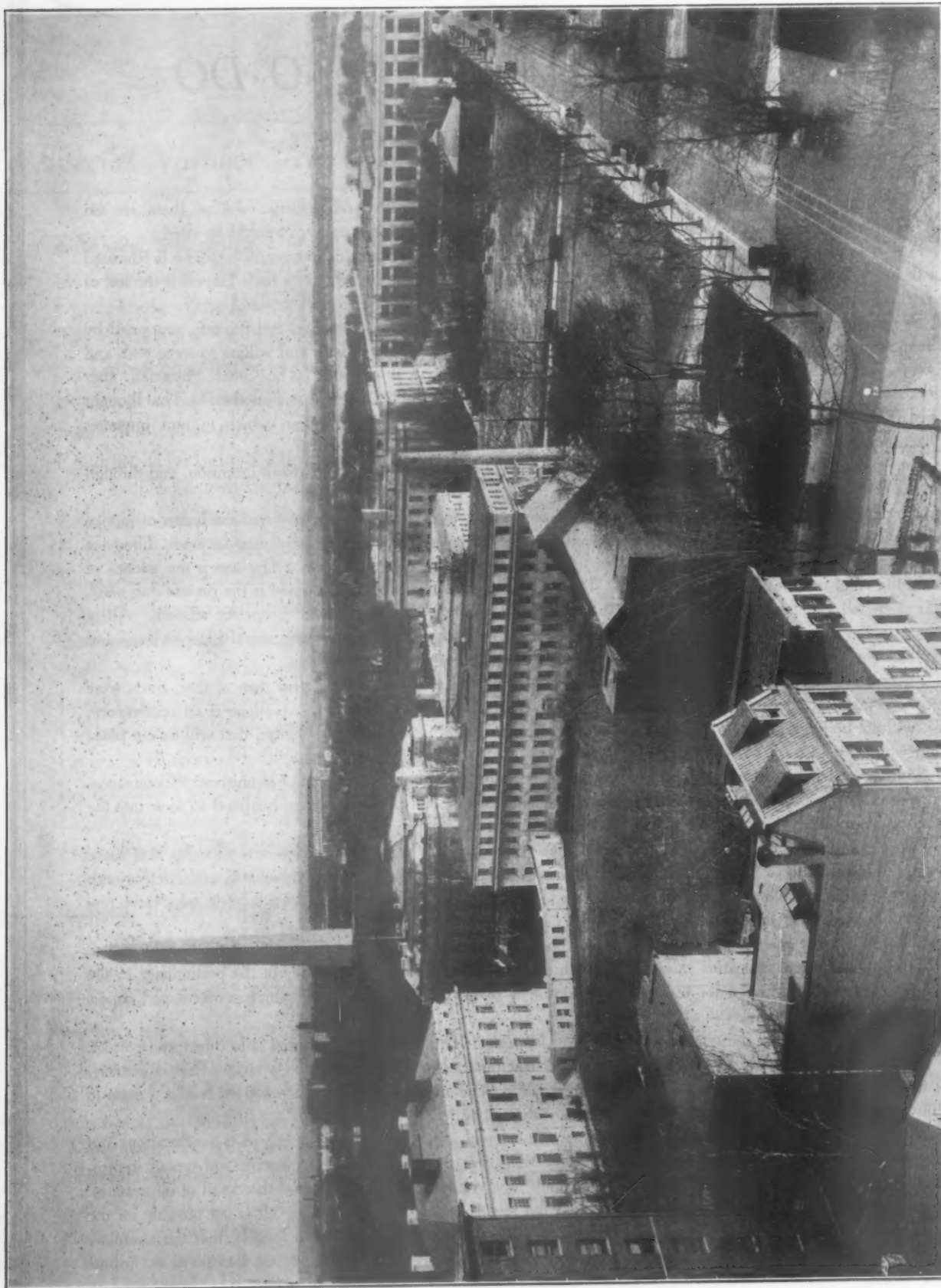
So many college graduates rest upon their diploma. Graduation does not mean one has finished. Commencement means that we have only been made ready to begin; to start out on life's journey qualified to look into the phases of life closed to our associates who were deprived of school privileges.

I once heard a man regret that he was unfamiliar with words he needed to express new thoughts that came to him. Words are tools for the mind, and familiarity with them can best come from schools and contact with schooled people. A college education should provide the vehicles for thought, not open to men who have few words.

But they are not enough. Parrots can talk. The significance of words and their relation to thought and to each other is intellectual education raised to the Nth power, but this educated status is but the preliminary to the purpose of education. Except for teaching, its purpose is to lay a foundation upon which a developed superstructure may arise.

I would emphasize the importance of the habit of learning. The function of a teacher is to direct and correct. We should master something for ourselves. No mental discipline comes from being told a fact. That is hearsay. It is not our own and is worth only what the property of another may be. If we can read, the world is open to us; if we can write, we may convey our thought to others.

We should live a part of the time alone—get acquainted with ourselves. Appraise our own qualifications and strengthen the weak ones. Cultivate the habit of reflection; give our minds leisure to receive and record impressions clearly. Even the sensitized plate of a camera must have a time limit fixed to record the detail of impressions. The human mind must not only gather its impressions but record and analyze them also. It is not possible for the human mind ever to understand itself, but we do know that its first impressions remain longest; that the character we establish in early life will be ours in old age, and that we must live with it and, dying, leave it as our tribute to the world.



VIEW FROM THE INTERIOR DEPARTMENT BUILDING, LOOKING SOUTHEAST

In the background are the Department of Agriculture, Washington Monument, the Bureau of Engraving and Printing, and "the Basin," surrounded by the famous Japanese cherry trees, indistinctly shown in full bloom. The Potomac River is beyond the Basin. The American Red Cross, Continental Memorial Hall, Pan-American Union, and the Navy Department are in the middle distance.

SCHOOL LIFE

PUBLISHED MONTHLY by the DEPARTMENT, OF THE INTERIOR BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. IX

WASHINGTON, D. C., MAY, 1924

No. 9

An Organization By the Teachers and For the Teachers

Bureau of Education Not a Manifestation of Bureaucracy, but an Agency Demanded by Foremost Members of the Profession of Teaching. Originally Established as an Anomalous Department Without Cabinet Rank. Constant Growth Has Resulted from Specific Needs. Resources Have Increased from \$6,000 to \$752,980

By JNO. J. TIGERT, *United States Commissioner of Education*

SERVICE to public education in America is the foundation upon which the United States Bureau of Education rests. It was created at the solicitation of the national associations of teachers and superintendents, its usefulness has always come from the cooperation of the members of the teaching profession, and its future depends upon their sympathy and support.

For 25 years before its establishment the need of a national educational agency was felt and discussed in the meetings of schoolmen, vaguely at first, but with gradually clarifying notions. As far back as 1854, John D. Philbrick, of Boston, headed a committee of the American Institute of Instruction to petition Congress for "an educational department" at Washington. Thereafter many, if not most, of the important gatherings of school executives and teachers passed resolutions or memorialized Congress in that behalf. The suggestion of a Bureau of Education to be connected with the Department of the Interior was made as early as 1858 by Prof. Daniel Read, of the University of Wisconsin, and it was often reiterated by others in the years that followed.

The agitation reached its climax at the meeting of the National Association of State and City School Superintendents held in Washington in February, 1866. Dr. Edward E. White, State commissioner of common schools of Ohio, delivered then a carefully prepared address on "A National Bureau of Education," and the subject was discussed generally and at great length. In consequence a memorial was drawn up setting forth the unanimous opinion of the association that the interests of education would be greatly promoted by the organization of a National Bureau of Education. This memorial was ably expressed and was prophetic in describing as possibilities the identical functions and many of the methods and results which have developed with the actual growth of the Bureau of Education.

The memorial was presented with an appropriate bill to the House of Representatives by Gen. James A. Garfield, of Ohio, who had been a schoolmaster, a college president, and a soldier of distinction. He was a skillful parliamentarian and an eloquent advocate, and notwithstanding strong opposition which brought about the defeat of the bill upon the first vote, he succeeded finally in procuring its passage on June 19, 1866.

The activity of the teaching organizations did not cease after the bill reached the Senate, and the opposition in that body was

less aggressive than in the House. The bill was passed without amendment March 1, 1867, and was signed by President Johnson on the day following. In its final form the new law provided—

That there shall be established at the city of Washington a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

Provision was made for a Commissioner of Education at \$4,000 per annum, a chief clerk at \$2,000, one clerk at \$1,800, and one clerk at \$1,600. Henry Barnard, who had occupied educational posts of distinction for a generation and had been active in promoting the establishment of the new department, was made the first commissioner.

Two years afterward, that is, on June 30, 1869, the Department of Education ceased to exist, for in its stead the Congress had erected in the Department of the Interior an Office of Education, to perform under the direction of the Secretary of the Interior the duties which had formerly devolved upon the Department of Education which it superseded. But the salary of the Commissioner of Education was reduced to \$3,000 a year, and he was allowed only two clerks, each at \$1,200.

The change was not at all surprising. A bureau was what the association of superintendents originally asked for, and it was so provided in the bill which General Garfield first introduced. The separate and anomalous department was substituted for the bureau in the committee room, apparently only for the purpose of giving the commissioner the power to appoint his own subordinates. The commissioner was not, of course, a member of the President's Cabinet, and the "department" of four persons housed in two rooms of a rented building was not impressive in the view of anybody.

The regular bureau organization was strongly favored at the time by many of those who were friendly to the measure, both in the Senate and in the House, but they withheld their objections to the proposed plan because they considered the substance more important than the name or the method of organization.

Aside from this, however, it is clear that the expectations of some of the congressional advocates of the Department

of Education were not realized. It is no wonder. In fulsome speeches it had been proclaimed, though not by General Garfield nor by Senator Trumbull, who had charge of the bill in the Senate, that the Department of Education would exert a powerful influence to enlighten the mass of ignorance in the Nation, particularly among the freedmen of the South. Two years passed, and the Commissioner of Education with his three clerks had failed to cause the enlightenment of the four million freedmen or to show any appreciable reduction in the sum total of ignorance in the country at large. It was disappointing to the enthusiasts, and the reaction had its natural effect.

General Eaton Began with Meager Resources

Doctor Barnard retained the confidence of the schoolmen, but in his discouragement at the lack of support on the part of the Congress he resigned in 1870 and was succeeded by Gen. John Eaton.

General Eaton began bravely at the bottom of the ladder, and with the co-operation of the Secretary of the Interior and the President and with the cordial help of the schoolmen of the country, he was able within a few years to make an excellent show of progress, and to gain in a reasonable degree the support of the Congress.

So much for the beginnings of the Bureau of Education. I have recited the story to show that its very existence is due to the activities of those who are the beneficiaries of its work, the teachers of the United States. From the day of its beginning as a bureau to this, the Bureau of Education has grown, intermittently it is true, but it has grown reasonably nevertheless. It has suffered no setback, and every item of its growth has come because that particular thing was required the better to fulfill the purpose of its creation and because the teachers of the country desired it so.

Is Now an Actual Reality

It is no longer necessary to cite evidences of the support of the teaching profession. That is taken for granted, and it is shown in practical ways rather than by word of mouth. In its earlier days every educational convention felt in duty bound to commend the work of the Bureau of Education in formal resolution. That is rarely done now, for it is well understood that the Bureau no longer needs to be coddled. It has attained its stature, and it plays its part as a well-developed organization, though often painfully conscious of the lack of much that is needed for full efficiency.

The attitude of the public, of school officers, and of teachers is normal and satisfactory in the stage of development

that has been reached. Nobody considers it necessary to repress criticism for fear of injuring the cause of education, and nobody feels that he must go out of his way to tell his neighbor that the Bureau of Education is doing good work.

Paying taxes and filling statistical forms are two things which are never done without a murmur. Both of them are done, nevertheless, and the results of both redound to the benefit of the country. Even the individuals who protest the most understand that fully. In consequence, the information which is required to make the Bureau of Education a proper clearing house is supplied with constantly increasing fullness and accuracy. Practical cooperation is given without stint.

Practical Influence Grows Steadily

On the other hand, with the increased development of the Bureau the demands for its service have grown enormously, and in this lies the convincing proof of the general feeling of satisfaction with the work of the office. Without overlooking or minimizing the fact that we are still far from the point of perfection, it is safe to say that the Bureau of Education was never before so well known as it is now, that its prestige was never so high, and that its practical influence has grown and is growing apace.

The reason for all this is in the fact that the Bureau of Education is no longer a one-man affair, but its strength lies in the group of capable men and women who form its working staff. Every move in the development of the organization made within the past two and a half years has been with the realization that the greatest wisdom lies in the union of many minds. Retaining final authority always in the office of the commissioner, the idea of cooperation and mutual help has been constantly emphasized, by the appointment of an advisory council, by the designation of committees to make important determinations which had previously rested upon individuals, and by consultation and concerted action upon every question of consequence.

Original Plans Closely Followed

The recent achievements and the methods of the bureau are indicated by the articles in this number which were prepared by the several division chiefs and specialists. More than all else the record shows the earnest effort to "collect the results of all important experiments in new and special methods of school instruction and management, and to make them the common property of school officers and teachers throughout the country"; and to "aid communities and States in the organization of school systems in which mischievous errors shall

be avoided and vital agencies and well-tried improvements be included." These were the lines laid down by E. E. White, Newton Bateman, J. S. Adams, and their associates as the principal functions of the national agency which they desired.

From General Eaton and his two clerks in 1870 the bureau has grown to 103 persons in the Washington office and 229 in the Alaskan service. Of that number 13 receive salaries equal to or greater than that paid to General Eaton at any time during his commissionership. The whole appropriation for the Department of Education in the second year of its existence—that is, in 1868-69—was \$20,000. For the Bureau of Education in its first year the appropriation was \$6,000. Its present resources are shown in the following table:

Recent appropriations for the Bureau of Education

Purpose	1924	1925
Salaries.....	\$110,660	\$117,000
Investigation of rural and industrial education.....	53,000	55,000
General expenses.....	13,240	17,500
Collecting statistics.....	17,400	17,400
Investigation of city school administration and education.....	9,320	10,000
Investigation of kindergarten education.....	6,720	7,140
Printing and binding (allotted from appropriation made to department).....	48,000	48,600
Contingent expenses (allotted from appropriation made to department).....	2,000	2,000
Total for bureau at Washington.....	260,340	274,640
Appropriations for work of Bureau of Education in Alaska.....		
Education of natives of Alaska.....	355,000	355,840
Medical relief in Alaska.....	90,000	110,000
Reindeer for Alaska.....	10,000	12,500
Total for work in Alaska.....	455,000	478,340
Grand total.....	715,340	752,980

NOTE.—The sums stated for 1925 are included in the appropriation bill which is in conference at the time of this writing. These amounts are not in question, however.

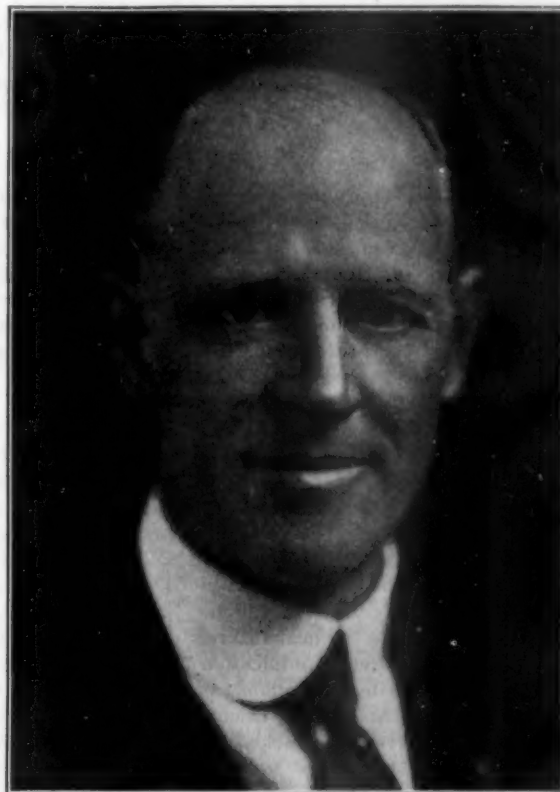
Greater Costs Lessen Attendance of Latin Americans

Increase in tuition charges and general cost of living in the United States is reflected in the smaller number of students and teachers from Latin America attending schools in the United States during the past year, according to L. S. Rowe, Director General of the Pan American Union. As a result of the greater costs, arrangements have been made in many instances whereby Latin-American teachers give Spanish lessons in return for living expenses while they are pursuing their studies in American institutions.

To secure a larger interchange of students with the Latin-American countries the Pan-American Pedagogical Congress is working for a mutual recognition of educational credentials.



HUBERT WORK
Secretary of the Interior



JOHN J. TIGERT
Commissioner of Education



LEWIS A. KALBACH
Chief Clerk, Bureau of Education



GEORGE F. ZOOK
Assistant to the Commissioner of Education

Dutch View of the Dalton Plan

Delegation of Capable Dutchmen Visit England to Study Operation of the "American Plan" of Education Which Has Aroused Europe. Make Comprehensive Report Favoring Experiment in Holland

By P. A. DIELS
Headmaster at Amsterdam

"NO PROPHET is honored in his own country." I do not know whether the American language knows a similar or equal proverb, but it certainly contains a lot of truth, even in the world of education. Thus you need not wonder that at the present moment Miss Helen Parkhurst's word is much more closely studied in Europe than in America. It seems that we have to go to England to find the most practical applications of "the Dalton plan." I need not go into details about the system itself; the American public know better than I what the plan is and what it aims at.

All over the world the cry for freedom is heard. Freedom in education will be the strongest tendency in the near future. Mr. Washburne's admirable publication on the European experimental schools is one of my witnesses. Apart from Doctor Montessori, who is severely attacked by her critics because she seems to drift further and further away from her original ideas, no modern educator has so strongly appealed to the world as Miss Parkhurst. The fundamental idea of the Dalton plan is sound; in fact, it is the only principle by which education can be guided. But in this practical work-a-day world sound ideas do not suffice; they must be applied in some efficient teaching method. It is the great merit of your compatriot to have demonstrated to the world that "the child's freedom" is no hazy war cry, but a beneficial principle of practical school life.

We in Holland did not hear of the Dalton plan until about a year ago. It was my privilege to introduce it in a few articles in the periodical "Het Onderwijs." I must confess I was rather skeptical, having only been able to study it from what was written about it. At the same time our Amsterdam professor of pedagogy,

Dr. Ph. Kohnstamm, a scholar of European fame, came to about the same conclusions as Miss Parkhurst. He, too, advocates strongly the individual teaching and was investigating along other lines the same problem. From that time individual teaching drew more and more attention.

Thus it came about that the "Maatschappij tot Nut van 't Algemeen," a powerful association for the promotion of public welfare, decided to send a Dutch delegation to England in order to study the practical working of the Dalton schools, and that delegation consisted of Professor Dr. Ph. Kohnstamm, Mr. L. C. T. Bigot, principal of a training college, and myself. We closely examined all we saw and heard during our stay, spending a day and sometimes two days at the same school, at one of which we tested the boys of the top class during a whole afternoon. The conclusions we came to may be summarized as follows:

1. The fundamental ideas of the Dalton plan are sound. They point out the way in which our education must be re-organized.

2. The plan is workable in England. There is no reason why it should not be workable in Holland.

3. As circumstances differ in the various countries, the practical working must be modified according to national characteristics.

4. The flexibility of the plan is a great advantage.

5. It is important to start an experiment in Holland as soon as possible.

Our experiences are contained in a rather extensive report which deals with all the technical details. Those interested in it should write to Prof. Dr. Ph. Kohnstamm, Nieuwe Keizersgracht, 40, Amsterdam. It is written in Dutch.

Eighteen schools of Providence have entered a contest in bringing underweight pupils up to normal. The progress of each school is indicated by a device showing a miniature race track. Each school is represented by a tiny automobile, which moves forward to correspond with the relative percentage of the pupils who have gained weight. The Providence Cooperative Nutrition Bureau is conducting the contest.

With the cooperation of the Minister of Agriculture of Brazil, the director of education in the Federal district proposes to create several model rural primary schools, each with its orchard, garden, beehives, and poultry yards. Similar schools will later be established in other parts of the district so that rural children may learn the rudiments of modern agriculture.—*Bulletin Pan American Union.*

British Fellowships Tenable in United States

Establishment of two fellowships in applied science and technology, known as the Sir Robert Blair Fellowships, tenable in the United States, the British Dominions, or other countries, is contemplated by the Education Committee of the London County Council. They will be awarded annually in July and will be tenable for one year.

Sir Robert Blair recently retired after long and distinguished service as education officer for the London County Council, and the committee considers that his work for technical education and the prominent part which he took in connection with the Metropolitan Munitions Committee should be signalized by the foundation of these fellowships and the association of his name with them.

The income from £20,000 will be used for the purpose. Preference will be given to engineering science and to those who have been identified with the London teaching service. These courses will be open not only to those who have completed courses of study with distinction but to British subjects actually engaged in engineering works. This will be a feature of the Council's scheme of scholarships which enable persons of suitable ability to pass from elementary education to the highest branches of study.

The value of each fellowship will be 450 pounds a year, but if funds permit an increased grant may be made in exceptional circumstances.

Small Places Also May Do Things Well

A dental survey of all pupils enrolled in the schools of Anna, Ill., has recently been completed by the combined efforts of the city school superintendent, the school nurse, and local dentists.

The survey showed that 80.4 per cent of the pupils had from 1 to 17 cavities; 22.8 per cent, abscesses, or roots that needed extraction; 16.5 per cent, dirty teeth; 55.4 per cent, fairly clean teeth; 27.9 per cent, clean teeth; 44.9 per cent, calculus; and 29.6 per cent, stained teeth; also that 7.5 per cent use no brush; 47.9 per cent use a brush irregularly; and 44.6 per cent use a brush daily.

All the examinations were free and the plan simple. Each child was given a card with instructions to make an appointment outside of schools hours with his own dentist. As a result of the inspection a large number of the pupils have already had the needed repair work done.—*C. W. Conrad, superintendent of city schools.*

The Bureau of Education and Higher Education

Statistics and Historical Publications Constituted Principal Service Before 1910. Doctor Babcock's Attempt at Classification Stimulated Voluntary Organizations to Like Effort. Outstanding Achievements in Field of Educational Surveys

By GEORGE F. ZOOK

Specialist in Higher Education, Bureau of Education

UNTIL 1910 the service of the Bureau of Education in the field of higher education included principally two important aspects, namely, statistics and historical treatments. The latter comprised a number of excellent monographs contributed by such well-known historical scholars as George H. Bush, *History of Higher Education in Massachusetts*; Herbert B. Adams, *Thomas Jefferson and the University of Virginia*; Sidney Sherwood, *History of Higher Education in the State of New York*; and Charles H. Haskins and William I. Hull, *A History of Higher Education in Pennsylvania*. The basic value of these historical studies should not be underestimated. To any student who wishes to understand the higher educational situation in the respective States they are invaluable. Indeed, it seems regrettable that so little is done at the present time, especially by trained historians, in the history of higher education in this country.

Lack of Uniform Standards the Great Need

Important as were the historical studies, the bureau's most significant efforts in the field of higher education began with the appointment of Kendric C. Babcock to fill the position of specialist in higher education, created by Congress in 1910. At that time the outstanding problem which appealed to Doctor Babcock was the absence of any uniform standards of collegiate work in the United States and the resulting confusion among educational administrators in dealing with students who desired to transfer from one institution to another. It was impossible to determine what degree of confidence to place in the work of higher institutions, many of which were not known beyond the boundaries of the respective States in which they happened to be located. Some of them were well meaning, but apparently ignorant of educational standards. A few took advantage of the absence of educational standards to engage in outright fraudulent practices, to the great detriment of the good name of

American higher education both at home and abroad.

Doctor Babcock determined to do what he could to remedy this situation. Accordingly, he selected a single standard, namely, the ability of an institution to prepare students for graduate work, and set out on the tremendous task of classifying colleges and universities on the basis of this standard. "Institutions whose graduates would ordinarily be able to take the master's degree at any of the large graduate schools in one year" were listed in the first class; institutions whose graduates would ordinarily require somewhat more than one year, in the second class; institutions whose graduates would ordinarily require two years, in the third class; and "institutions whose bachelor's degree would be approximately two years short of equivalency of the standard bachelor's degree," were placed in the fourth class.

THE GENERAL GOVERNMENT

has no compulsory control over the matter of education, and we propose none in this bill. But we do propose this: That we shall use that power, so effective in this country, the power of letting in light on subjects and holding them up to the verdict of public opinion. If it could be published annually from this Capitol, if it could go out through every district of the United States that there were States in this Union that had no system of common schools, and if their records could be placed beside the records of such States as Massachusetts, New York, Pennsylvania, Ohio, and other States that have a common-school system, the very light shining upon them would rouse up their energies and compel them to educate their children. It would shame out of their delinquency all the delinquent States of this country.—James A. Garfield, June 8, 1866.

After nearly a year spent in studying the records of the most important graduate schools relative to the work of graduates from the several colleges and in visiting a number of the institutions themselves, a tentative classification was drawn up, comprising in the first group 59 colleges; second group, 161 colleges; third group, 84 colleges; and fourth group, 40 colleges. A limited number of copies of this tentative classification were printed and distributed, mainly to the universities for their suggestions as to revision. At this point the work was stopped suddenly by an Executive order from the President (February 19, 1913), requiring the bureau to cease further efforts in this direction. Accordingly, nothing more of this nature has been attempted.

Work Initiated by Bureau Continued by Others

It is useless to speculate on the possible results had the bureau's effort to classify colleges been carried through to conclusion. Undoubtedly it would have affected profoundly the later course of higher education in this country. It is open to some question, however, whether the results were not almost, if not quite, as great even though the bureau has not continued the work. The bureau's work in this field aroused the widest discussion and called attention sharply to the need for work along this line. Since that time a great variety of voluntary educational organizations have developed and carried forward this work to a point not possible at the bureau, with its present limited staff. Chief among these organizations are the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern States, and the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

In the meantime, the Bureau of Education has not ceased its interest in the general field of accrediting colleges. It has several times published the lists of higher institutions approved or accredited by the several accrediting agencies, including State departments of education, and it has on occasions when authorized by the proper authorities, as in Oregon, standardized the colleges and universities.

Work of Standardization Proceeding Rapidly

The importance of the work initiated by the bureau under Doctor Babcock's direction can not, therefore, be overestimated. Every year that goes by sees the problem of standardizing the colleges a little nearer to satisfactory solution. To-day, through the work of the various standardizing agencies, there is compara-



Office of the Commissioner of Education

tively little difficulty in ascertaining the quality of work performed by the several institutions, and, what is more important, each college or university now feels the necessity of confining itself to the program and range of work which it can do honestly and efficiently.

Surveys in Nearly Half the States

The next outstanding accomplishment of the bureau in the field of higher education relates to educational surveys. Since former Commissioner Claxton in 1915 offered the services of the bureau to educational administrators for studies of this nature, surveys and inspections of higher institutions, many of them state-wide in extent, have been made in nearly one-half of the States and in Hawaii and the District of Columbia. Of late years requests for surveys of higher institutions have become so numerous that it has been impossible, with the bureau's limited personnel, to respond

favorably to all of them. At the present time several are pending and may have to be declined. The bureau has, therefore, done more than any other single agency in making surveys of higher institutions and, indeed, probably more than all other agencies combined.

To Dr. S. P. Capen, who succeeded Doctor Babcock as specialist in higher education, belongs the credit for having laid a sound basis for surveys of higher educational institutions. He saw that the educational survey was a means of rendering a definite and specific service to a given number of institutions, but even more important was his realization that the survey provided an opportunity to develop State systems of higher education in accordance with sound educational philosophy. In every instance an attempt has been made to ascertain the kind and amount of higher education needed in the several fields, to set forth the degree to which existing institutions

appear to meet these demands, and to make recommendations for the improvement of institutions accordingly.

Recommendations Not Always Carried Out

Frankly, the surveys of the higher institutions have not always been successful. In most, if not all, of these instances there is every reason to believe, however, that the fault has not been with the thoroughness of the study nor with the soundness of the recommendations, but rather with the local arrangements for adequate consideration of the report and its findings. In conducting these surveys the bureau can go no further than to conduct the study and make the recommendations. Although it is much interested in the results, it can do nothing to guarantee that there will be results.

In nearly every instance there are some results immediately. Furthermore, the survey usually provides a program of possible development toward which to work for at least a period of 10 years.



Office of the Chief Clerk, Bureau of Education

Aside from the specific value which a survey may be to the higher institutions themselves, such a study provides an excellent avenue for the survey commission to formulate sound educational philosophy, not as a general proposition but as face to face with practical and concrete difficulties. It is confidently believed that in no other connection will there be found such a wealth of discussion concerning State educational policy relative to higher education. Indeed, it seems safe and appropriate to state that the influence of the bureau in this direction has been greater than that of any other agency or perhaps all other agencies combined.

Junior Colleges Justify Serious Consideration

The Bureau of Education has fostered the development of junior colleges. Upon several occasions Doctor Claxton called attention to the need for a number of the weaker colleges to cease the vain attempt to do four years of college work and to confine themselves to the first two years of college work, together with such secondary school work below as might be regarded as possible. Indeed, the basic unity of the secondary school curriculum with that of the first two years of college has always appealed to the bureau as justifying very serious consideration.

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In June, 1920, the bureau called a conference of junior college representatives at St. Louis. The conference resulted in the formation of the American Association of Junior Colleges, an organization which shows considerable strength and vigor in the development of the junior college movement. A few months ago the survey commission which investigated higher education in Massachusetts recommended a State system of junior colleges as the next step toward supplying State facilities in higher education in that State. There can be no doubt that the movement is fraught with considerable significance to higher education in this country.

It is to be hoped, therefore, that the editor of *School Review* was not too optimistic in stating in a recent issue of the magazine that "The Bureau of Education is rendering a large service and a service of a type highly appropriate for a National bureau in stirring up thinking on this problem."

Influence on Policies of Agricultural Colleges

There are other examples of the bureau's influence in higher education which could be elaborated if space permitted. For example, Doctor Jarvis, during the period he was connected with the bureau, influenced the character and policies of

the agricultural colleges in no small measure. The bureau's present studies in engineering are also believed to be significant.

In general, the studies in the field of higher education demonstrate conclusively the continuing need for adjusting and developing educational policies suited to new conditions and needs but only after adequate investigation shows the facts and the conclusions toward which they point. Policies in higher education which are developed in this manner are peculiarly satisfying to the staff of the bureau and represent a type of authority in education which is effective and yet not fraught with administrative details.



Bible Reading Required in Kentucky Schools

That "the teacher in charge shall read, or cause to be read, a portion of the Bible daily in every classroom or session room of the common schools of the State of Kentucky, in the presence of the pupils therein assembled," is the gist of a bill recently signed by the Governor of Kentucky. No pupil will be required to read the Bible against the wish of his parents or guardians. Failure of any teacher to carry out the provisions of this bill will be cause for revoking his certificate.

To Cultivate the Habit of Reading

Many Intelligent Men and Women Have Never Acquired the Love of Books. Efforts of Bureau of Education to Stimulate Home Reading. Conference at Lexington and at Minneapolis

By ELLEN C. LOMBARD

Director of Home Education, Bureau of Education

"I HAVE never read a whole book in my life," said a young bride when she received a book as a wedding present. Yet she was a product of our public high schools and held a clerical position in an important Government office.



Ellen C. Lombard

A girl applied for entrance to one of the large women's colleges. The list was closed. Many girls had been turned away and there was a long waiting list. The girl was so persistent that the college

officials decided to give her a chance. They invited her to an interview and during the interview she was asked what books she liked to read. She replied that she did not like to read any books. "But you read newspapers and magazines, do you not?" asked the official. "No," replied the girl, "I never read newspapers and magazines; I never read anything unless I have to." And, because she did not read anything unless she had to, she was not admitted to the college.

Too Much Time on Analysis?

Why had these girls never learned to love books? Are they representative of a numerous class? Was it because so much time had been spent in the schools upon analysis and discussion of the structure of the books that no interest was aroused in the books themselves, or was it because no habit of reading had been established in the home? These and many other questions may well be asked.

Nearly seventy-eight million people in the United States can read in the English language or in other languages, and only a small proportion of them pursue their education farther than the grammar grades, although an increasing number attend high schools and colleges. Let us look about us to see what efforts are made to give these thousands an opportunity to enrich their minds, and then let us formulate some plan by which they may be reached with suggestions for doing so. It is a tragedy that our boys and girls have so little help in the selection of the right kind of reading matter.

The first United States Commissioner of Education, Dr. Henry Barnard, urged the constant cooperation of parents in realizing the work of the school and the regular attendance of the pupils. He called attention to the fact that an obligation rests upon parents and guardians not to allow children to grow up in barbarism, ignorance, and vagrancy. He recommended and then directed the preparation of official circulars on self-education, or hints for self-formation, with examples of the pursuit of knowledge under difficulties.

Cooperation with Parent-Teacher Associations

These recommendations were made more than 50 years ago. In 1913 another Commissioner of Education took active steps to further the education of men and women and of boys and girls at home by establishing a division of home education in the Bureau of Education, with the cooperation of the National Congress of Mothers and Parent-Teacher Associations. Two definite lines of work, intended to benefit the homes and the schools and eventually to raise the standard of intellectual life and citizenship in each school district, have been developed: First, to bring parents and teachers into closer relationship; and second, to furnish means and incentives for the further education of the family in the home.

The present United States Commissioner of Education has given emphasis to this work by calling two conferences on home education. The first conference was held at Lexington, Ky., in 1922, in conjunction with a meeting of the National University Extension Association. At this initial conference there was a general discussion of purposes, means, and materials. Extension directors were invited to discuss the practicability of cooperating with the bureau in its home education project.

National Conferences on Home Education

The second national conference on home education has been called in conjunction with the National Congress of Mothers and Parent-Teacher Associations on May 7, 1924, at the University of Minnesota in Minneapolis. Three important groups are invited: Librarians, extension directors of State universities, and leaders in parent-teacher associations.

The conference will be conducted by the Commissioner of Education and the

discussions will relate to the program of reaching the masses more effectively with opportunities to further their own education and the formulation of a plan of cooperation for realizing the objective for which the conference is called.

Such subjects will be discussed as "Teaching the Reading Habit," "Getting Libraries to the Rural Districts," "Creating Reading Centers," "Courses for Parents," "Cooperation of Parent-Teacher Associations in Discovering the Educational Needs of the Home," "Formulation of Standards for Selection of Best Books for General Readers," "The Employment by Larger Libraries of Educational Directors," "How State Universities May Contribute More Generally to the Educational Needs of the Masses," etc. A program committee will be appointed to study the situation and to report at the end of the coming year.

The Bureau of Education has had the cooperation of 18 States in conducting the work of home education. In 16 States this work is conducted by extension directors in State universities; in one it is conducted by the extension division of the State Normal College; and in one it is conducted by the State Library Commission.



Prospective Students May Establish Savings Fund

A unique plan for assisting students who can not afford the lump sum required for tuition has been devised by the dean, Merrill J. Holmes, of the Dakota Wesleyan University at Mitchell, S. Dak. Following his suggestion, students who contemplate attending the school forward their savings in sums of \$5 or more to the university. This money is placed to their credit and 6 per cent is allowed on deposits. When the student enters school, his tuition and other college expenses may be charged to his account. If for any reason he is unable to enter college, the entire sum he has deposited, together with 5 per cent interest, will be returned to him. Although the prepayment scheme has only recently been initiated, about \$1,500 has already been received from prospective students, some of whom are just entering high school.



Oregon school-teachers are adopting the touring plan of instruction for their pupils. The famous Tillamook cheese section, the Yamhill and Washington purebred cattle and sheep regions are the main points of interest on a tour on which one instructor is taking his class of boys early in May. The boys will camp out and do most of their own cooking.

Bureau of Education Library Serves American Teachers

Reference and Lending Collection for Educators of United States. Bibliographers Supply Information to Investigators of Technical Educational Subjects. Cooperation With Library of Congress in Producing Printed Catalogue Cards

By JOHN D. WOLCOTT
Librarian, Bureau of Education

THE LARGEST and most complete library of strictly educational literature in America is maintained by the Bureau of Education at Washington. This library is administered as a central reference and lending



John D. Wolcott

collection for the teachers and educators of the United States, subject first to the needs of the specialists of the Bureau of Education, who use it as a working collection in gathering data for their reports and publications. In the

field of education the library is comprehensive in its scope, containing both the older classical literature and the more recent publications on educational history, methods, administration, etc., to which new books are constantly added as they appear. The library is especially strong in its files of educational periodicals and association proceedings, in its collections of governmental reports of education offices, both American and foreign, and of college and university catalogues. It has also a large collection of school and college textbooks.

Cooperation with Persons Engaged in Educational Research

The library division of the bureau employs several bibliographers familiar with educational literature who are constantly engaged in supplying to inquirers information on technical educational subjects collected from the printed matter available in the library. This information service relates only to strictly educational subjects, and is rendered both by correspondence through the mails and to visitors who call directly at the library, where a reading and reference room is provided for their use. Every effort is made to cooperate with those engaged in educational research by giving assistance and by placing the resources of the library at their disposal. The library is ready to supply bibliographies or lists of references

to books and articles on any topic in education, but it does not undertake to handle subjects outside of its special field. In preparation for this service, a large number of current periodicals and serials are regularly examined for suitable material and indexed. A full dictionary card catalogue of the library also aids in its reference work. The library keeps on file for distribution copies of mimeographed and typewritten lists of references on a great variety of educational topics, which are brought up to date at frequent intervals by the incorporation of the newer material on the respective subjects.

Printed Bibliographies Widely Distributed

A group of the library's bibliographies dealing with particularly important subjects in education has been printed in a

now issued at irregular intervals. The librarian also contributes a page of annotated notices of new books in education to each monthly issue of *SCHOOL LIFE*.

The library makes its books available for the use of teachers outside of Washington through the interlibrary loan system, and also lends books directly to properly certified teachers, school officials, and students of education not residents of the District of Columbia. These outside book loans are forwarded by registered mail under penalty label, and a penalty label is supplied for the return postage, leaving the only expense to the borrower the fee for registering or insuring the package on its return. It is expected that loans of books from the Bureau of Education will be requested only in cases where the volumes desired can not be obtained from local libraries in the borrower's immediate vicinity.

Supplies Lack of Local Libraries

In its loan service, the library aims to assist those who in their own localities lack adequate library facilities for their educational work. In any case, however, reference works, bound volumes of periodicals, and other books which are in constant use in the library can not be sent out. In general, also, only one copy



Library reading room, Bureau of Education

series of library leaflets, which has now reached 23 in number, while others are projected. A part of these library leaflets are still available for free distribution, while others are out of print or obtainable only by purchase from the Superintendent of Documents. The library also prepares a record of current educational publications, giving a classified and annotated list of recent books and articles, which is issued as a bulletin of the Bureau of Education. It was formerly published as a monthly with an annual index, but is

of any particular book is available, but in spite of limitations a considerable number of volumes annually are sent out as loans. The library can supply only professional books relating to education. General literature, science, and technical works other than pedagogical are outside its scope.

The library of the Bureau of Education cooperates with the card division of the Library of Congress in the production of printed catalogue cards for educational publications, which are issued by the



Librarian's office, Bureau of Education

card division in a special class called the E series. The work of preparing copy for these cards, proof reading, revising, etc., is done by the cataloguers of the Bureau of Education library. Series E cards are distributed for the use of libraries throughout the United States by the Library of Congress along with its general stock of catalogue cards. These cards are also used by individuals for their private libraries and for special bibliographies of educational books, pamphlets, and articles. A distinct service to the educational libraries of teachers colleges and normal schools, and to the educational sections of general libraries, is rendered by the production and distribution of the printed catalogue cards, which are widely used. Analytic cards are available for chapters of the Report of the Commissioner of Education, and for papers in the proceedings of the National Education Association and of the National Society for the Study of Education.

Suggestions on Matters of Library Economy

On request, the library division of the Bureau of Education will give information and advice regarding methods of organization, administration, cataloguing, classifying,

etc., for educational libraries and educational book collections. The system of classification employed for the library of the Bureau of Education is that of the Library of Congress.

Recognizing the public library as an integral part of public education, the library division of the Bureau of Education undertakes to do everything in its power to encourage and assist the work of libraries in general, especially in relation to the public schools, by imparting information and advice. Particular attention is also given to the subject of book selection for school libraries, and to their organization, administration, and functions. The library has a collection of lantern slides illustrating typical school libraries, which is available for lending to those desiring its use to accompany lectures. It is also equipped with the standard book lists, and with manuals and journals of library economy. College, university, and normal school libraries also receive service from the library division of the bureau, which keeps a record of library activities throughout the country, and which has charge of the compilation of a bulletin of statistics of public, society, and school libraries, soon to be published with figures for 1923.

New Jersey Raises Standards of Consolidation

In an effort to raise the standards of rural schools in New Jersey, the State department of public instruction recognizes as "consolidated schools" only those which conform to a certain definition. By this definition, a consolidated school is one which has not fewer than eight grades and in which not more than two grades are taught by one teacher. Eighty-six consolidated schools have been established in the 23 counties of the State. These schools have an average of six classrooms each.

Americans Invited to Italian Athletic Meet

The Twelfth International Federal Athletic Meet will be held in Florence, May 29 to June 2, and Victor Emmanuel, King of Italy, will be the high patron of the committee of honor. Arrangements have been made for housing the athletes in military and academic buildings. Young ladies who participate will be accommodated in private schools and seminaries. It is hoped that America will be represented by athletes and by visitors.—*Earl Brennan, American vice consul, Florence, Italy.*

American Legion Conducts Annual Essay Contest

Contestants Must be Between 12 and 18 Years Old. Prizes Must be Used to Pay College Expenses

TO FOSTER and encourage higher education and to promote interest in patriotism in the younger generation, the national Americanism commission of the American Legion announces its annual national essay contest. "Why communism is a menace to Americanism" is the subject for this year. Boys and girls taking part in this contest must be between 12 and 18 years of age. The essay must not be over 500 words in length. Spelling, penmanship, and neatness will be considered in judging the winner.

Cash prizes of \$750, \$500, and \$250 are offered for the best three essays, the money to be used only towards scholarships in colleges. The winners are allowed to choose the college they wish to attend. Besides the national prizes, the best three essays in each State will be awarded, respectively, a silver medal, a bronze medal, and a certificate of merit, issued by the national headquarters of the Legion.

Each county superintendent of schools will be asked to assist the Legion by selecting three judges for his county and forwarding to the Legion's State Americanism chairman the winning essay of his county. The head of each State department of education will be asked to appoint three judges who will select the best three essays for the State. The winning essays from each State will then be forwarded to the national Americanism director of the American Legion, at Indianapolis, where national honors will be given the essays receiving the first, second, and third places. The winners will be announced a few weeks after August 10, 1924. All essays must be in the hands of the proper county superintendents of schools not later than midnight, July 15.

Chicago has a school building program for the coming year which will be second only to that of New York. Contracts are to be let before the 1st of May for construction work amounting to \$22,000,000.

A series of nature study talks is broadcast each week from Pennsylvania State College. Studies of trees, birds, flowers, animals, insects, and even rock formations are included in these talks.

Some Services Rendered by City Schools Division

Proper Organization the First Essential. Efficiency of Schools Depends Ultimately on Governing Board. Information Concerning Salaries Eagerly Sought. Surveys are Made and Advice is Given on Request

By W. S. DEFFENBAUGH

Chief City Schools Division, Bureau of Education

THE AIM of the city schools division of the United States Bureau of Education is to render service by collecting and publishing information about the way city schools carry on the education of city children. The first

thing that a city school has to have in order to operate is an organization. This organization consists not only of a superintendent, principals, and teachers, but of a board of education above all.

How these boards of education are selected and what powers are given to them are mat-

Many persons write for information about the work-study-play or platoon plan of school organization. For many years the bureau through its city schools division has been advocating a program of work, study, and play for children instead of a program of study and recitation merely. The division has held three national conferences to discuss ways and means of making the platoon school more efficient. Nine national committees are working under the direction of a member of the division in the preparation of reports on various phases of the platoon schools of the country. It is expected that the reports of these committees when completed shall be published as bulletins.



W. S. Deffenbaugh

ters of great practical importance to parents and taxpayers, because the board of education ultimately determines what kind of education each child will get. Some persons prefer a board elected by the people, and others a board appointed by the mayor or city council. Before deciding what is the best method many persons inquire of the Bureau of Education how boards of education are chosen in the cities of the country and what the best authorities in school administration think is the best method of selecting members of city boards of education.

Investigates Methods of Raising Money

Many letters are received asking whether these boards should be dependent upon the city council for the money they need. One of the duties of the division is to find out what is the relation of the board of education to city officials in the cities of the country and to make this information available.

Another work of the division is to keep school officials and others informed regarding the salaries paid superintendents, supervisors, and teachers. This information is collected every two or three years.

Auditorium of the Department of the Interior, in which many of the conferences called by the Commissioner of Education are held. It will be used for some of the meetings of the National Education Association.

Two specialists make a special study of kindergartens. They furnish information such as how to proceed to introduce them, how to equip a kindergarten properly, and what the kindergarten laws of the different States are. They also give advice to kindergarten supervisors and teachers regarding the most approved kindergarten methods.

The division is giving some attention to a study of the best methods of teaching in the elementary schools. Special attention has been given to the project method, two bulletins on the subject having been prepared, one entitled

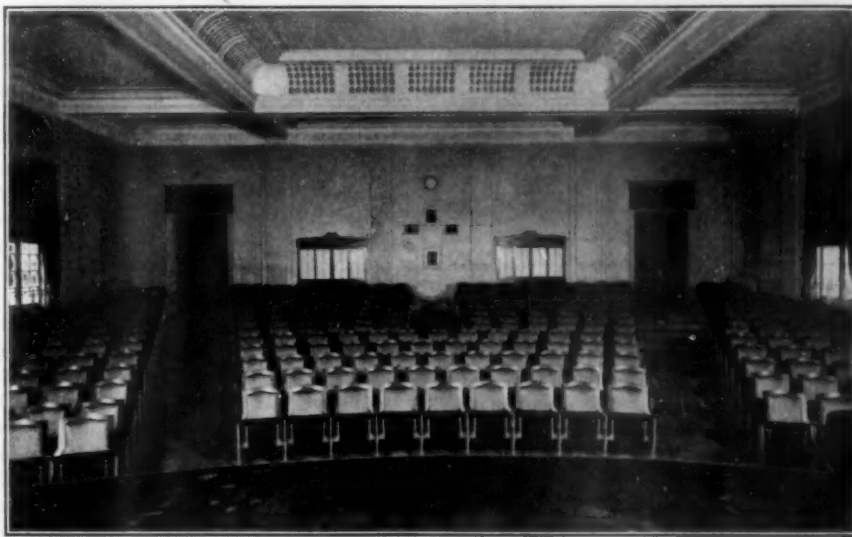
"Major projects" and the other "The main streets of the Nation." The latter is a description of a project worked out with a class of fifth-grade children.

The junior high school has received attention. Data regarding programs of study, locations of junior high schools, and costs have been compiled.

Thirty City Systems Examined

The city schools division has been serving city school boards by making surveys of their school systems. This means making a thorough study either of the entire school system or some phase of it. The surveys include a study of methods of instruction, courses of study, school buildings, school costs, the school population, teachers' salaries, etc. They are made only upon invitation of boards of education. The findings of the surveys are usually published by the boards of education requesting the survey or by the Bureau of Education. In all, the city schools division has directed 30 school surveys.

The preparation of leaflets and bulletins is a very large part of the service rendered by the city school specialists,



who, within the past few years, have prepared 40 such publications on the various phases of city school organization and administration. They have also prepared numerous papers and addresses for important educational meetings.



At the invitation of the Massachusetts Institute of Technology, a working conference in health education is to be held June 23-28 at Cambridge, Mass. The conference is called by the health education division of the American Child Health Association.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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MAY, 1934

Announcement

IN RECOGNITION of the coming meeting of the National Education Association in Washington, the May and June numbers of *SCHOOL LIFE* will be more than usually elaborate, and a large number of copies will be printed for free distribution. The May number is devoted largely to the activities of the Bureau of Education in the hope that the teachers of America may become better acquainted with its facilities and be more inclined to utilize them freely.

The permission of the Bureau of the Budget for this extraordinary expense does not extend beyond the two numbers named, and it does not imply departure from the requirements of the law governing the publication. The subscription price will remain at 30 cents per annum, and the accustomed form will be resumed with the September number. No numbers are issued in July and August.

The Indirect Results Are Highly Beneficial

ONE of the greatest benefits that have come from the establishment of the Bureau of Education is in the performance by others of work similar to that which is characteristic of the bureau. Foundations, institutions, and individuals have been stimulated by the bureau's activities to go and do likewise. Sometimes the feeling has been expressed that the bureau is not doing the work fully or well enough, and that others must take it up. The critical instinct is one of the strongest in man, and it is wholly immaterial whether such statements are true or not. The Bureau of Education can not do and does not attempt to do all the good things that ought to be done.

As Abraham Lincoln pointed out, "The legitimate object of government is to do for a community of people whatever they need to have done, but cannot do at all, or can not so well do, for themselves, in their separate and individual capacities. In all that the people can individually do

as well for themselves, government ought not to interfere."

The bureau performs a high service in stimulating educational effort, and it is the wise policy to withdraw if there is a possibility that these efforts may be continued and carried on successfully by private means. It is altogether desirable, therefore, that every possible force be brought to bear for the betterment of American education, and no officer of the bureau would restrict or hinder if he could any effort directed to that end.

Educational surveys are a conspicuous matter in point. That work is preeminently the kind of thing which from the beginning was expected of this office. Doctor Barnard's first work as Commissioner of Education was to make one; Doctor Harris was called upon to make another, and Doctor Brown made still another. Since that time the usefulness of this method as a means of investigation and improvement has become widely recognized, and relatively few school systems have failed to avail themselves of its benefits.

Requests for surveys by members of the staff of the Bureau of Education have become so numerous that it has not been possible to comply with all of them; at least one of the great foundations has organized a department of surveys employing experts of high character; some of the higher institutions make specialties of them; and a few distinguished university professors have been called upon so frequently for such work that they have made a fixed scale of prices, including a percentage upon the cost of buildings erected in accordance with their recommendations.

So great is the popularity of the method that the part of the Bureau of Education in its history is rarely mentioned or thought of. It is not our purpose to make any claim to proprietorship in the idea. Even the statement that its origin lay in the bureau may be disputed. It is easy to recall investigations that might be described as surveys in the days of Horace Mann or even in the most ancient times. We have no objection to such citations, and no inclination to argue the matter with any one who wishes to produce them.

What we do claim with confidence, however, is that the establishment of the United States Bureau of Education was the beginning of systematic attempts to diffuse educational information throughout the country in order that the successful experiences of each shall be the common property of all; and in stimulating effort to that end the Bureau of Education has achieved benefits to the cause of education which have been far greater than the limits of its own work.

Edward E. White, Newton Bateman, J. S. Adams, with General Garfield, Senator Trumbull, Charles Sumner, and the others who were the actual founders of the Bureau of Education cast a pebble upon the waters whose circles have so widened that the pebble is often overlooked.

Who Will be Brave Enough to Do it?

IN DESCRIBING the Chicago meeting of the Department of Elementary School Principals, Mr. W. T. Longshore, its president, writes:

"The papers at the meeting on shortening the elementary school course were exceedingly well presented by Dean Ives, Assistant Superintendent Melcher, and Director Judd. They were well received and were the basis of considerable discussion. It is generally conceded by the doctors of education and the superintendents of schools that the elementary course can be covered in seven years, but the question seems to be, Who is going to be brave enough to do it?"

Ay, there's the rub! The mountain of inertia is hard to move. It is easier to bear the whips and scorns of wasted time than to brave the oppression which would raise the suspicion of lowered standards and weakened preparation.

But the situation is not so bad as it seems. Except in Kansas City and in seven southern States, eight years is still the standard course; but in scores of other places only the weaker pupils require so long. In those places every reasonable effort is constantly made to advance classes and individuals as rapidly as their abilities permit. The statistics of nearly all the cities show steady improvement in the proportion of children who exceed the pace nominally contemplated in the catalogues. It is well that it is so. But frank recognition of the plain need would be far better.

Japanese Schools are Eagerly Teaching English

English has become Japan's language of commerce, and a steadily increasing number of students are being turned out from the schools each year with a working knowledge of the language. In some of the middle or secondary schools English is compulsory, in others it has the preference in modern language requirements.

That Japan should be anxious to have its rising generation schooled in the use of English is explained by the fact that the greater part of Japan's foreign commercial dealings are conducted with English-speaking nations.

Education and Welfare Work for Native Alaskans

Schools, Hospitals, Orphanages, and Cooperative Business Enterprises Conducted Under Great Difficulties by Men and Women Imbued With True Missionary Spirit. Some Stations Reached Only Once or Twice a Year

By WILLIAM HAMILTON
Acting Chief Alaska Division, Bureau of Education

THE STORY of relief work carried on during the summer months on the coast of Labrador has crowded many lecture halls and has deservedly drawn from the benevolently disposed thousands of dollars toward its support. Few people realize that in Alaska, more remote and inaccessible, the Bureau of Education is carrying on, all the year round, a far greater work in behalf of the aboriginal races of that northern Territory.



William Hamilton

For the native Alaskans the Bureau of Education provides teachers, physicians, and nurses—trained workers who have at heart the welfare of their charges. It maintains schools, hospitals, and orphanages, relieves destitution, fosters trade, organizes cooperative business enterprises, establishes colonies, and controls the reindeer industry.

To Overcome Distances the Greatest Problem

The work is of vast extent, and it is carried on under great difficulties arising

principally from the remoteness of most of the villages, the enormous distances between them, the meager means of communication, and the severity of the climate. The 27,000 natives are scat-



School and teacher's residence at Hydaburg

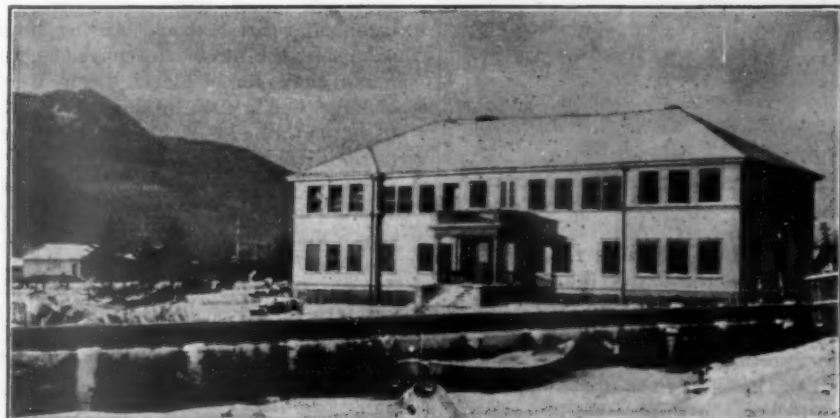
tered along thousands of miles of coast and on the great rivers, in villages ranging from 30 or 40 to 300 or 400 persons. The work would extend to the utmost limits of the United States in terms of distance with schools in Maine, California, Georgia, and Minnesota. One of the school districts is twice the size of

the State of Illinois. Many of the 83 settlements in which the bureau's work is located are far beyond the limits of regular transportation and mail service. Some of the villages on remote islands or beside the frozen ocean are brought into touch with the outside world only once or twice a year, when visited by a United States Coast Guard steamer on its annual cruise or by the supply vessel sent by the Bureau of Education. During eight months of the year all of the native villages in Alaska, with the exception of those on the southern coast and a few near the Alaska Railroad, are reached only by trails over the snow-covered land or frozen rivers.

One of the greatest problems has been the securing of transportation of appointees and supplies from Seattle to the

remoter settlements. In compliance with the requests for a vessel suitable for use by the bureau in its Alaskan work, the Navy Department transferred to the Interior Department the U. S. S. *Boxer*, a wooden vessel, with a carrying capacity of 500 tons, formerly used as a training ship for naval cadets. During the season of 1923 the *Boxer* made two voyages, the first to the Bering Sea region and the second to points on the shore of the Arctic Ocean as far as Point Barrow. On its southward voyages it brought out teachers whose terms of service had expired and carried from northern Alaska reindeer meat which Eskimo herders wished to sell in the States. During the winter months it was used in the waters of southeastern Alaska as a school of navigation and seamanship for young native men.

In the Alaskan native community the school is the center of all activity—social, industrial, and civic. The teacher is guide, leader, and everything else the community may demand. To be "teacher" in the narrow schoolroom sense is the least of the teacher's duties



United States Hospital for Natives, Juneau

in Alaska. He must often be physician, nurse, postmaster, business manager, wireless operator, and community builder.

Many of the buildings contain, in addition to the recitation room, an industrial room, kitchen, quarters for the teacher, and a laundry and baths for the use of the native community. The schoolroom is available for public meetings for the discussion of the affairs of the village, or occasionally for social purposes. In the schoolroom the endeavor is made to impart to the children such instruction as will enable them to live comfortably and to deal intelligently with those with whom they come in contact; instruction in carpentry, house building, cooking, and sewing is emphasized. In some sections the natives have been taught to raise vegetables, which provide a healthful addition to their usual diet of fish, meat, or canned goods.

Suitable Tracts Reserved for Natives

For the protection of the natives and in order more effectively and economically to reach a larger number of natives than it could in the small, scattered villages, the Bureau of Education has secured the reservation by Executive order of carefully selected tracts in various parts of Alaska to which natives can be attracted and within which they can obtain a plentiful supply of fish and game and conduct their own commercial and in-

capital and conducted by the natives themselves, under the supervision of the teacher of the local United States public school. In no other way can the natives so readily acquire self-confidence and experience in business affairs. Such enterprises are now in operation in 12 villages in widely separated parts of the Territory,

which in many instances are well furnished. In other regions the natives crowd into wretched hovels, small, filthy, and without ventilation, affording the very best opportunity for the spread of contagious diseases. Between these two extremes all degrees of comfort and of squalor may be found in one part or



Traveling with reindeer

Prevalence of Disease a Serious Obstacle

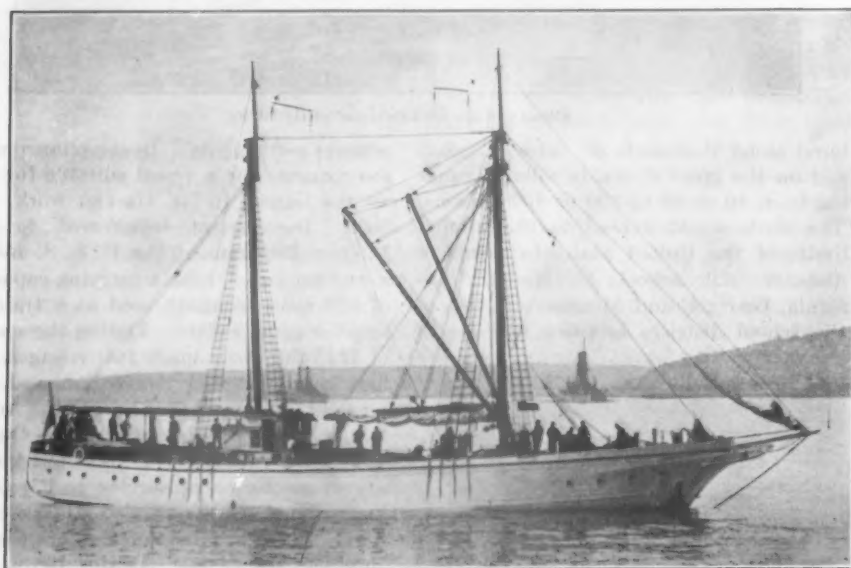
Hereditary diseases prevail among all of the tribes. Tuberculosis in its various forms, pneumonia, and trachoma are most prevalent. Epidemics of smallpox, influenza, and measles have frequently taken their toll of hundreds of lives.

another of that vast Territory. In its endeavor to afford medical relief and to safeguard the health of the native races of Alaska, the Bureau of Education maintains hospitals at Juneau, Kanakanak, Akiak, Nulato, and Noorvik, which are important centers of native population in southern, western, central, and Arctic Alaska, separated from each other by many hundreds of miles.

Physicians and Nurses Pitifully Few

The hospitals, physicians, and nurses serve only the more thickly populated districts. In the vast outlying areas the teachers must, of necessity, extend medical aid to the best of their ability. Accordingly, the teachers in settlements where the services of a physician or nurse are not available are supplied with household remedies and instructions for their use. Each hospital is a center of medical relief for a very wide territory and each physician must make extended tours throughout his district. Owing to lack of means, the number of physicians and nurses employed in Alaska by the Bureau of Education is pitifully small for the task to be performed. In the great majority of the native settlements the teachers are the only "doctors" and "health officers." It often becomes the duty of a teacher to render first aid to the injured or to care for a patient through the course of a serious illness. The school is often the only place within a radius of several hundred miles where the natives can obtain medicines and medical treatment, and they often travel many days to secure the relief desired.

Many of the school buildings contain bathtubs and facilities for the proper



U. S. S. Boxer

dustrial enterprises. Residence within these reservations is not compulsory; natives settling on the reservations are in no way hampered in their coming and going, nor is their status in any way changed by residence thereon.

The bureau encourages the establishment in native villages of cooperative mercantile stores, financed by native

Conditions as regards the health and character of the native inhabitants vary greatly in the different parts of the country. In southeastern Alaska, and in other sections which for many years have had the benefit of the uplifting influences exerted by the Bureau of Education and by the various missionary organizations, the natives live in neat, substantial houses,

washing of clothing, which are greatly appreciated by the entire village, adults as well as children.

In the villages the natives are encouraged to replace their huts by well-built houses. As part of their duty the teachers visit each house in the village to see that good hygienic conditions are maintained therein, to show mothers how to care for and feed their infants, to demonstrate the proper ways of preparing food, to inculcate cleanliness and the necessity of ventilation, and to insist upon the proper disposal of garbage. "How to Keep Well" cards have been placed in every home. Pamphlets on the cause,

ice. For the beginnings of the reindeer industry we go back to the year 1890. In those days the region north of the Aleutian Islands was terra incognita to all except a few whalers and traders and the officers and men of the United States revenue cutter which, during the short season of open navigation in midsummer, cruised along its barren shores.

During the summer of 1890 Dr. Sheldon Jackson, at that time in charge of the bureau's work in Alaska, was granted transportation on the revenue cutter *Bear* on its annual cruise in Bering Sea and the Arctic Ocean in order that he might gain information for use in establishing

source of supply for food and clothing to the Alaskan Eskimos in the vicinity of Bering Strait.

Reindeer Project Enthusiastically Indorsed

Upon his return to Washington in September, 1890, Doctor Jackson brought the matter to the attention of the Commissioner of Education, Dr. W. T. Harris, who at once indorsed the project and gave it his enthusiastic support. Pending the securing of a congressional appropriation for the support of the enterprise, an appeal was made to benevolent individuals for a preliminary sum in order that the experiment might be commenced at once.



Eskimo igloo at Kotzebue



Indian home at Seldovia



Porte cochère effect common in the interior



Homes of well-to-do natives, Sitka

TYPICAL HOMES OF NATIVE ALASKANS

prevention, and care of tuberculosis have been distributed.

Realizing that the future of the native races depends upon the children, special attention is given to them. In the school-rooms the public towel and drinking cups have been abolished and individual paper ones substituted. Healthful exercises are frequent. Talks are given on tuberculosis, eye diseases, ventilation, and other subjects relating to the prevention of disease. Cleanliness is insisted upon.

Past Generation Knew Little of Alaska

Foremost among the enterprises undertaken by the Bureau of Education for the natives of Alaska is the reindeer serv-

schools in the large Eskimo villages of northwestern Alaska. In its cruise the *Bear* visited all the important villages on both the Alaskan and Siberian shores. The Alaskan Eskimos were found eking out a precarious existence upon the few whale, seal, and walrus that they could catch. Across Bering Strait, in Siberia, but a few miles from Alaska, with climate and country precisely similar, were tens of thousands of tame reindeer supporting thousands of natives.

Both Doctor Jackson and Captain Healy, the commander of the *Bear*, were impressed with the fact that it would be wise national policy to introduce domestic reindeer from Siberia into Alaska as a

With \$2,146 thus secured, 16 deer were purchased in 1891 and 171 in 1892.

In 1893 Congress realized the importance of the movement and made the first appropriation of \$6,000 for the work of importing reindeer from Siberia into Alaska. It has continued its support ever since by annual appropriations ranging from \$5,000 to \$25,000.

During nine seasons the *Bear* carried the agents of the Bureau of Education back and forth between Siberia and Alaska and transported Siberian reindeer to Alaska.

Early in its history the reindeer service became an integral part of the educational system for northwestern Alaska, the raising of reindeer proving to be the form of

industrial education best adapted to the Eskimos inhabiting the barren, untimbered wastes of Arctic and sub-Arctic Alaska. Year after year new centers were established, until now the reindeer service has become a great wealth-producing industry affecting the entire coastal area from Point Barrow to the Aleutian Islands.

One thousand two hundred and eighty reindeer were imported from Siberia. There are now in Alaska more than 300,000, and two-thirds of them are the property of the Eskimos.

Within less than a generation the reindeer industry has advanced through one entire stage of civilization, the Eskimos inhabiting the grazing lands from the polar regions to the North Pacific Ocean; it has raised them from the primitive to the pastoral stage, from nomadic hunters to civilized men, having in their herds of reindeer assured support for themselves and opportunity to accumulate wealth.

It is estimated that there are in northern and western Alaska approximately 200,000 square miles of treeless regions, worthless for agriculture, which could furnish pasturage for about 4,000,000 reindeer. It is possible that at a date not far distant the United States may draw a considerable part of its meat supply from the reindeer herds in Alaska.

In making its public schools centers of social, industrial, and civic life in the native villages, the Bureau of Education took pioneer action in making an educational agency reach an entire community.

The establishment of the Alaska reindeer service was the earliest governmental action providing, by the introduction of a new industry, practical vocational training adapted to community needs, guaranteeing assured support, and resulting in training a primitive race into independence and responsible citizenship.



Eskimo reindeer herders

School Savings Successful In Small Mexican Indians Surrender Homes to Establish Schools Community

That the school savings system works as well in small communities as in the cities is demonstrated by the schools of Gilbert, Minn. Within 10 weeks from the day the first savings were deposited, 1,950 out of the 2,066 pupils enrolled opened bank accounts.

Detail work of the system within the schools is in charge of W. A. Pike, head of the commercial department. Within two months more he expects that every child will have a bank account. Weekly and monthly reports showing the percentage standings of all the rooms are sent to every room in the district. It has been provided that as soon as every pupil in a school opens an account, the entire school gets a holiday.

The Department of Education, Mexico, is sending as many rural teachers as possible to the State of Chihuahua to meet the call for education among the Tarahumara Indians, according to the Bulletin of the Pan-American Union. These Indians formerly fled to the mountains at the sight of a white man, but were won over through an educational campaign conducted by the Mexican Government.

So eager were the Indians for enlightenment that one of their number offered his hut as the first "People's House," leaving only a tree as shelter for himself and his family. Six other Tarahumaras followed his example. These "people's houses" are made centers of activity against drunkenness and other vices.

Prompt Action Demanded of School Nurses

Foreign Bodies in the Eye Frequently Cause Trouble. Bites of Insects and Minor Injuries Require Attention

By ELLA D. FLEMING

Junior Specialist in School Hygiene, Bureau of Education

In the course of the school nurse's duty not often will it fall to her lot to give a child medical treatment, but emergencies often call forth her ability to do small things quickly and adeptly.

Some of the most frequent ones are: Removing a foreign body from the eye, irrigating a child's ear, care of a fainted child, treating insect bites.

Removing a foreign body from the eye may be accomplished by drawing the upper lid down over the eye, and causing the child to blow the nose forcibly at the same time. If the particle is under the upper lid, instruct the child to look down and inward, turn the lid back over a small pencil or match, and with the corner of a clean handkerchief or cloth, wipe off the inside. If the particle is under the lower lid, draw the lid down against the cheekbone and instruct the child to look up. If the body is imbedded in the eye-ball, do not touch it but have an oculist see the eye at once.

Suggestions of Practical Methods

In irrigating a child's ear when the doctor wishes it done and for any reason it can not be done at home, lay the child down, draw the tip of the ear upward and backward, and syringe the ear gently with warm water. Be very careful not to poke into the ear or direct the stream of solution forcibly against the drum of the ear.

If a child has fainted, lower his head, give him fresh air in abundance and apply cold compresses to his head and chest. An attack may be averted by having a child lower his head between his knees.

For an insect bite such as from a bee or spider, soak the area affected in a solution of ammonia or baking-soda.



To Emphasize Local History

"A museum in every high school" is a new slogan in Kansas. Local history and the botany and geology of the respective localities are the subjects to be emphasized. The collections are to be made by the pupils to stimulate interest in their studies. Many high schools have found value.

Work of Rural Education Division

Conditions Particularly Unfavorable to Rural Children. Rural Education of Recent Growth as a Separate Branch of Teaching Profession. Important Field Service of Members of Division. Other Activities

By KATHERINE M. COOK

Chief Rural Education Division, Bureau of Education

RURAL education as a distinct and separate member of the education family worthy of special and expert consideration and study is relatively a recent addition. It has risen rapidly in importance and in the consideration received from the general public as well as from educators and students of economic and social life. Educationally the rural population represents the submerged half.



Katherine M. Cook

Rural education as a separate field in the work of the Bureau of Education began in a small way as part of the work of specialists on the regular staff. Not until about 1912 did it occupy the full time of even one person. A year later three more rural school specialists were added and in 1915 two additional assistants joined the staff, and the work took on the aspect and importance of a division within the bureau with a designated and assigned field of work. As recognition of rural education as a field involving special problems grew and as its professionalization earned gradual recognition, the scope of the work of the division grew also and the need of specialization became apparent.

Rural Education Presents Distinct Problem

The first step demanded the recognition of rural education as a problem distinct from urban education. The next step demanded the recognition of the necessity of division and specialization in this large field, based on its needs primarily but following in a general way the kind of division and specialization already recognized in urban education. During the past three years the division has been reorganized to permit a higher degree of specialization than was formerly possible

following practice in and demands from the field.

Several important lines of work now engage the full attention of individual members of the staff assigned thereto, new lines being opened as rapidly as conditions permit. Important among the special activities and typical of the needs of and growth in this field are secondary education for farm children; centralization of small schools and districts; administrative reorganization for efficiency in control and support; teachers' needs and improvement in the field of teacher preparation; supervision of instruction.

Three Major Lines of Endeavor

Broadly classified, the work pursued in the division falls into three major lines of endeavor: (1) Service in the field, including educational surveys; (2) research investigation; (3) promoting the cause of education generally through the dissemination of information concerning educational conditions by publications, correspondence, conferences, and general advisory service.

Service in the field.—The survey service of the division is among its most important contributions to educational progress. Surveys made have been state-wide in scope, resulting in recommendations to legislatures as well as to the school officials, involving far-reaching fundamental policies for reorganization usually extending over a period of years. They are also county or district wide, or they may involve a centralizing program for communities with like interests looking forward to increased efficiency through larger taxing and administrative units and including reorganized programs for internal organization and curriculum making.

General field service rendered by the division covers participation in a variety of educational meetings.

Field work is also initiated on the part of the division staff itself in connection with research studies for the purpose of becoming informed on school practice and administrative procedure in different

sections of the country. This is essential in order that the division may fulfill its function of acting as a clearing house of information on activities of interest in rural education.

Research and investigation.—Rural education as a special field for research investigation is so new as to be relatively uncharted. Administrative organization and practice worked out scientifically in cities has too often been adopted without adjustment or adaptation in rural school systems. Recognition in administrative organization, as well as in the curriculum, of special problems which arise because of the different environment and experiences of rural children warrant an amount of research and investigation of which the rural division has from its inception assumed as large a share as its facilities permit.

Promotion of the Cause of Education

Essential and of primary importance among the activities of the division is that of promoting the cause of education and disseminating educational information of value to the public and to school officials engaged in rural education. In addition to the types of field and research work previously referred to, the chief agencies in this service are public addresses, of which approximately 125 were made by members of the staff during the past fiscal year; conferences called by request or for special purposes, of which members of the staff participated in 10 during the past year; publications distributed as widely as possible throughout the United States and covering a variety of topics; and correspondence. The staff of the division aims to keep informed on all matters pertaining to special fields of investigation and to be in a position to give out information and advice covering a wide range of subjects, conditions, and activities. At the present time the bureau has for distribution on topics concerned with rural education 20 bulletins, 21 leaflets, 9 circulars, and other publications. Of these, approximately 20 are prepared in one fiscal year.

The correspondence of the division is concerned with inquiries on general educational conditions in rural communities, administration, organization, practice, and includes the wide variety of topics in with rural education and rural schools.

Distribution of slides and films.—For a number of years the bureau has had for distribution slides which were prepared with the idea of assisting school officials to help the public appreciate modern ideas in school buildings and school activities. During the past two years several hundred slides and several reels of moving-picture films have been added to the bureau's collection. The slides are

arranged in sets illustrating the advantages of consolidation; conditions and progress in transportation of pupils; improvement of one-teacher and other small school buildings; playground activities in rural schools.

The Rural News Letter.—In all parts of the country the local newspaper is the staunch friend of the rural school. Quick to see its needs the country editor gives freely his best efforts for its improvement. The rural schools division endeavors to capitalize this interest of agricultural journals and country newspapers by keeping them informed in regard to interesting and pertinent news items designed to arouse interest in and suggest improvements of the rural school situation. A monthly news letter is prepared and mailed to more than 5,000 agricultural journals, county weekly papers, and a large number of daily papers having rural circulation.

Special fields of investigation.—The scope and purpose of this article do not permit of complete treatment of the different fields of activities pursued. It is, however, worthy of special mention that during the past year it has been possible to concentrate full time work of at least one member of the staff on each of the larger and more outstanding in importance of the phases of education, brief accounts of which are given below.

The Teacher-Training Situation

With the increase in interest in rural education during the past 15 years has grown a simultaneous interest in the qualifications of rural teachers. This latter interest being less popular than the former has not received the same publicity and attention, to which it is entitled, from the public. Pioneers have kept faith and labored in the field, however, until the need for trained teachers is recognized as one of the key problems to the adequate solution of rural education. The rural division of the Bureau of Education has recently added a member to its staff who is to study this problem in its various aspects.

The need for teacher training is as great, if not greater, than ever before. The public conscience is slowly becoming aroused to this need. The estimate that three-fourths of all America's public school teachers are untrained, that is, have completed less than two years of advanced training beyond high school graduation, is startling. The majority of the deficient teachers are in rural, not city, schools. This fact should console no one.

School Consolidation and Transportation

Consolidation of schools and transportation of pupils at public expense are strong

educational policies that began in the United States a little more than half a century ago. They have been adopted in some form by all the States and have grown until there are approximately 12,500 consolidated schools; at least \$22,000,000 is spent annually for pupil transportation.

The Bureau of Education as early as 1894 began work along the lines of school consolidation. Commissioner Harris at that time gave over two chapters of his report to this aspect of education. In the one was presented a study of the school district because a tendency to modify the school unit made a general knowledge of the character of the existing unit valuable. The other was a compendium of information on transportation of pupils at public expense. Each succeeding year until 1905 the commissioner's annual report gave some data on consolidation and transportation, the attitude of the bureau from the first being favorable to it. Undoubtedly this consistent record of progress did much to further it.

In 1914 the bureau took up the consolidation movement and published a bulletin on the subject. Since then a considerable part of its rural school work has been along this line.

The Needs of the One-Teacher Schools

While the division aims to emphasize the importance of consolidation, it does not overlook the need for improving one and two teacher schools. There are in the United States approximately 175,000 one-teacher schools enrolling between three and four million children, approximately one-sixth of the entire school enrollment. These children will probably receive all of the elementary education they will ever get in these schools. Their efficiency is of paramount importance. The division of rural education, through its investigations, sets forth true conditions as to length of term, teachers' salaries, attendance, etc., in these schools; assists school officials in improved methods of organization, in the arrangement of daily schedules which avoid a multiplicity of recitations, as well as in the improvement of buildings, grounds, and equipment.

Rural School Supervision

The division of rural schools assigns one assistant specialist to the field of rural supervision. Activities of the present year include:

(1) Summarizing the salient points in recent professional books and current magazine articles on the subject of rural supervision and making them available for use through circulars, correspondence, and conferences.

What Supervision Has Actually Done

(2) Occasional talks before rural teachers along lines indicative of what rural supervisors may be able to do in improving one-teacher schools and before rural supervisors in which information regarding achievements in supervision has been given.

(3) The dissemination of information upon request, quoting expert educational opinion relative to particular problems met by rural supervisors and county superintendents.

The rural education division gives publicity to the ways in which rural supervision benefits rural schools; acquaints rural supervisors with successful efforts made here and there but not generally known; assists them to take up their problems vigorously, and aims to stimulate State and county superintendents to secure an increase in the number of rural supervisors employed.

Rural High Schools

The division of rural schools assigns one specialist to the field of secondary education. In addition, outstanding authorities in rural secondary education are employed as need arises for special studies. During the past year activities in this field have included (1) county and local district surveys for the purpose of recommending a program in secondary education, (2) occupational surveys of counties for the purpose of developing courses in the study of occupations and vocational guidance adapted to the particular unit studied, (3) initiation of a comprehensive study of rural high schools of the United States which when complete will embody reports on State practice in administration and supervision, internal organization and curricula, financial support, and intensive studies of individual high schools as types of rural high schools, (4) cooperation with and guidance of local administrative officers of high schools in the development of the details of secondary curricula adapted to the particular situation in which the school is placed, (5) dissemination of information upon request relative to particular problems of rural secondary education.

The primary effort in reorganization is in curriculum reorganization. From curriculum reorganization follow local administrative reorganization, new building and equipment policies and new financial policies. The demands for service in this field are growing rapidly and already exceed the facilities of the Bureau of Education for rendering such service.



Ten Chicago high schools have swimming tanks and include swimming in their course of training.

What the Bureau of Education Does for Primary Education

Study of Geography and Civics Stimulated by Bulletin, "Main Streets of the Nation." Improved Methods Result From Surveys. Unification of Kindergarten With Primary Grades. Important Field Work Accomplished

By FLORENCE C. FOX

Specialist in Educational Systems, Bureau of Education

"YOUR Bulletin, No. 38, called 'Main Streets of the Nation,'" writes the director of one of the national highways, "has gotten me into all sorts of trouble. The school children have taken it up from Maine to California and are

writing me by every mail for something educational in the way of road building, and it keeps me constantly employed."

This quotation expresses something of the use which is made of a type of service which the bureau renders through its contributions to

the enrichment of curricula for boys and girls in the primary and intermediate schools. Similar letters have been received from principals, teachers, and directors of education in State and city school systems, regarding the series of projects for elementary schools which the bureau has published during the past three years.

Primary School Surveys

In the primary school surveys which the bureau undertakes from time to time a long list of advantages for the boys and girls who attend these schools has been reported from the field as a direct result of the investigations and recommendations made by the survey committee.

New buildings and equipment.—Peter and Joan are happier, healthier, and wiser because of these surveys. Their little old school building has been replaced by a more commodious and sanitary school home, with opportunity for exercise in a gymnasium and for self-expression in an auditorium. Longer periods for play-time out of doors with games and apparatus are reported. A wider choice of material in seat work eliminates the tedious repetition of word building with printed letters. Paper cutting, colored construction paper, clay modeling, and colored crayons for free expression in

graphic art have been substituted for the exclusive use of word building. The children's physical comfort has been assured as they sit in seats which can be raised or lowered each semester to fit their length of limb and height of body as they progress from grade to grade through their years at school.

Misfits Removed from Regular Classes

Uniform grading system.—Joan, who is aged 6, no longer recites in a class with boys and girls who range in age from 6 to 14. The overage pupils have been withdrawn to a special class and receive instruction adapted to their lesser abilities. Joan is graded by tests, three in each semester, and by her daily record in her classes. Peter, who is 9, finds himself promoted to a grade where all his time is

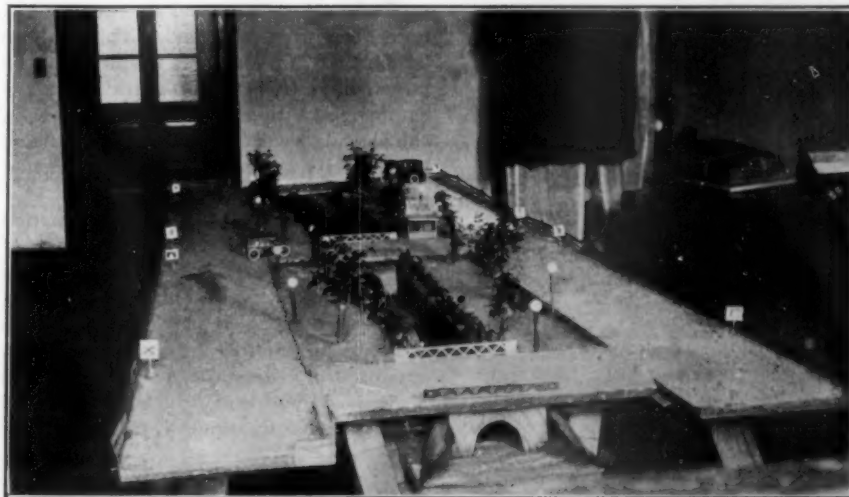
Contact with Things Feature of Modern Methods

Change in curricula and method.—Projects for Peter and Joan—a study of reading, writing, and arithmetic through the building of a farm on the sand table, with measurement of fields in perimeters and areas; the planting of grains in corn and wheat fields, with a study of the germination of the seeds, as they sprout and grow on the sand table; the modeling in clay of cows and horses for the home pasture already green with tiny blades of grass. Peter has tools and his work bench where he fashions a footstool for his mother's comfort and a bookrack for his father's convenience. Joan is beginning to sew her doll's dresses and to make her own aprons. These are only a few of the many innovations in curricula and method which have grown out of the school survey.

Per capita cost.—Joan's and Peter's education is worth more than it was. The school budget has been increased, but not above that of the average cities of like size and wealth, and Joan and Peter are happier, healthier, and wiser by far than under the old régime, as are all the school family, when the bureau plays the part of an impersonal and unprejudiced mentor for the benefit of those school systems that desire it.



Florence C. Fox



Good roads building project
[From "Main Streets of the Nation."]

Kindergarten-First Grade Curriculum

The effort which the bureau is making to unify the work of the kindergarten and first grade has been expressed in many ways but more tangibly, perhaps, in its booklet entitled "Kindergarten-First Grade Curriculum," issued in 1922, wherein the lines of work begun in the former are carried forward into the more definite activities demanded by the latter. Many teachers testify to the value of this bulletin as a means of bridging over the chasm so long separating these two schools of similar aim and intention.

occupied, and wasted hours for lack of work no longer inhibit his active mental processes.

Kindergarten and pre-primary established.—A kindergarten has been established where little sister may enter school a year earlier and receive that inestimable training in habit forming which only the kindergarten can give. Little brother can enter the pre-primary room and meet his first study of symbols, the bugbear of early education, in his games and plays and without his conscious effort in their mastery.

National Council of Primary Education

One of the special contributions to the primary school which the bureau has made in the past five years has been the publication of the Annual Report of the National Council of Primary Education. "From the time of its organization until now," writes Doctor Claxton in the fourth number of this report, "the Bureau of Education has cooperated with the council. One of the bureau's specialists has served as its secretary, and it has published the proceedings of the council's meetings and assisted in many other ways. It is, I believe, very desirable that the cooperation be continued and increased to as large an extent as the means of the bureau will permit."

Questionnaire and Addressograph Service

Some nation-wide inquiries have been conducted by the bureau for the council through its use of the bureau's questionnaire and addressograph department which have thrown some valuable light on conditions in primary schools throughout the country.

Failures in first grade.—It was found, for instance, that in 1918 through an inquiry into failures in the first grade, one child in every four, on an average, was retarded in the first grade. This startling fact has led to a general effort on the part of principals, superintendents, and teachers to eliminate a condition so apparently rotten in the Denmark of our first grades.

Educational tests and mental testing have become quite generally the basis for promotions from kindergarten to first grade, and the immature children have lingered in the kindergarten until mature enough for the work of the first grade.

Approach to Primary Schools Made Easy

Pre-primary schools have been established where the beginnings of reading, writing, and arithmetic may be more pleasurably approached through plays and games and the more strenuous demands of the first grade be met after a term of initiation in the lower primary school.

Requirements for promotion.—An inquiry into requirements for promotion in primary grades has led to revelations concerning the diversity of standards of education for primary schools throughout the United States, and to the need for a unified program if we hope to give to every child his equal chance with the others in quality and quantity of material and methods.

Reading.—Information regarding the status of reading in 30 cities with minimum essentials, aims, use of texts, and

Commerce and the Engineer

*Far-Reaching Results of Conferences to Coordinate Production and Marketing.
Current Practices in Colleges Reported in Publications of Bureau of Education.
Professional Course of Study Required for Commercial Engineer*

By GLEN LEVIN SWIGGETT

Specialist in Commercial Education, Bureau of Education

IN THE DEVELOPMENT of business education in the United States emphasis from the beginning has been placed upon marketing. Only within the past 10 years has there been apparent the significant relationship between production and the exchange of goods. There has been a scientific approach to the engineering sciences in training for the manufacturing industries. As the articulation between the secondary and higher schools became more closely knit, more and more keen became the need for emphasis upon preparatory studies in the lower schools.

Commercial education, on the other hand, has had a development in the secondary schools apart from that in training for engineering careers. Largely as a result of a tendency to offer secondary commercial education as complete in itself, development of business education as a profession in colleges and universities has been somewhat retarded. This is due largely to two factors: Failure of the larger universities to recognize secondary commercial subjects, and the fact that in the secondary years business subjects have been offered without due consideration of the real objectives of business.

Among the many conferences carried on by the business education division of the Bureau of Education, none perhaps will have more far-reaching results than the conferences held in the effort to coordinate production and marketing. Assuming that preparation in school and college is important to the conduct of business, coordination of this character

demands that an effort be made in school and college to correlate the basic subjects common to engineering and business sciences.

Two conferences on the subject of commercial engineering have been held under direction of the Bureau of Education. Reports of these conferences have been prepared and printed as bulletins of the bureau. In these reports are found the current practices in colleges relating to business training for engineers and engineering training for business men, coordination of college training with the industrial demand, civic and social training of the engineer and business man, and training of the engineer for management of overseas engineering projects.

Need for the commercial engineer in the United States is increasing. The new engineer is really the civil engineer of 1828, who, according to the London Charter of that year, was looked upon as "directing the great sources of power in nature for the use and convenience of man, as a means of production and of traffic in States, both for external and internal trade." Between the two is a group of design engineers who plan and create within the field of engineering construction.

The commercial engineer is not an engineer become a business man. That is only half the story. The man to coordinate industry and commerce must come prepared for this task by a professional course of study so framed as to afford the technique and principles of industry and commerce.

method was secured through this method and furnished data for reports and replies to inquiries which did much to further the movement for silent reading now emphasized in elementary schools.

Use of activities.—Another inquiry revealed the fact that only 11 minutes per day on an average has been devoted to handwork in the first three grades and led to increased emphasis on this important activity in primary schools.

Field Work

State-wide institute lecture tours have been given by the bureau on courses of

study and methods of teaching in elementary schools. Reorganizing a cotton mill village school on the project plan and conducting classes in materials and methods for primary teachers in State universities during the summer sessions are other contributions which the bureau has made to elementary education.

Wide is the field and many the opportunities, but quite inadequately equipped is the bureau to meet the demands for service now pressing upon it. May the passing years bring a greater appreciation of this service and a larger equipment with which to render it.

Services of the Division of Physical Education and School Hygiene

Centuries of Discussion Leading At Last to Constructive Effort. Whole Field of Physical Education Covered by Bureau's Division. Publications Helpful to Teachers and Specialists and to Parents As Well

By JAMES F. ROGERS

Chief Division of Physical Education and School Hygiene, Bureau of Education

MARK TWAIN once observed that "People are always talking about the weather, but nothing is ever done about it." Educators have been talking for centuries about the need for the physical education of children, but at last they are trying to do something about it in a really earnest way.



James F. Rogers

The Bureau of Education has not been behind the rest of the educational world in this merging of theory in practice—of talking in doing—and it now has a division of physical education and school hygiene which in personnel and activity rivals the sections of longer standing. The whole field of physical education is covered—from healthful school housing to the training of children to healthy habits of living; from physical examination and medical treatment to the teaching of the laws and methods of making a healthy home and a sanitary city.

All That Relates to School Sanitation

The division helps to point the way in the planning and construction of school buildings; in playground arrangement and equipment; in medical inspection; in school nursing; in the prevention of communicable diseases; in methods of arousing interest in health and of securing it in everyday practice; and in the teaching of the structure and working of the human body.

It has issued many publications which are helpful to the teacher, the school physician, the school nurse, and the special directors of physical education. Some of its publications help to link the school and the home.

That the work of this division is appreciated is evidenced by the flood of letters requesting these helps which pours into the bureau annually from every State and Territory and from all over the world.

But, besides these requests, there is a host of special inquiries, which receive individual reply. Such questions are given the careful personal attention of the specialists in the several branches of health work.

Parents Intensely Interested in Health of Children

Not only do such inquiries come from teachers, but also from parents, who make use of the division as a source of advice in problems concerning the health of their children. Such communications reveal what the teacher sometimes overlooks, that the parent is intensely interested in the health of his child, and will gladly cooperate with the work of the school to this end, provided he is approached in the right way and given due consideration.

This division cooperates with outside agencies which are interested in school health work, and has brought together such workers for many valuable exchanges of experiences. It also cooperates with the other divisions of the bureau in surveys of school systems in which it, of course, studies the sanitation of the school plant, the facilities and practices in medical inspection, school lunches, health teaching, and physical training.

Though very young in years the division amply justifies by its recognized importance the prophecy of its existence,

which was cried for so long a time in the wilderness of educational theory, by Rabelais, Locke, Pestalozzi, Montaigne, Milton, Rousseau, Spencer, and other great thinkers.

Subsidies for Danish Commercial Students

For assisting young Danish commercial men to obtain training in foreign countries, a number of subsidies are now available, according to a recent report by Marion Letcher, American consul general to Denmark.

As a rule grants are made only to applicants who hold foreign appointments or are proceeding to such appointments, but there is a fund available for distribution in 1924 which will be granted to commercial men seeking training, or intending to establish commercial connections with foreign places, especially overseas. Grants will be given not only to young men, but also to men of mature age if it is deemed that their sojourn in a foreign country may be to the benefit not only of the applicant himself, but also to the export trade of Denmark and to the commercial connections of the country with foreign markets.

Copies of regulations for street safety distributed among the children of the Quincy School, Boston, not only helped the children to understand how to use the streets but were the means of helping the foreign-born parents of many of them to learn some of the ways of their new country. The school is in a congested part of the city, and includes children of 30 different nationalities.



Class in child-care, Continuation School, New Bedford, Mass.

Land Grant Colleges and the Bureau of Education

Sixty-Seven Colleges of Agriculture and the Mechanic Arts Aided by Federal Government. Development of Curriculum Aided by Establishment of Experiment Stations. Institutions for Negroes on Different Basis

By WALTON C. JOHN

Specialist in Rural and Technical Education, Bureau of Education

ESTABLISHMENT of institutions of higher learning throughout the long ages of history has usually been the result of slow evolution. There have been periods, however, when schools and colleges have come more rapidly upon the scene following the wave of some particular interest or great movement. The establishment of 67 American colleges came as the result of activity during the first half of the 19th century which culminated in the passage of the famous Morrill Act, signed by President Lincoln, July 2, 1862.

Although the Civil War delayed the immediate establishment of all these institutions, shortly after 1870 most of the States had fulfilled the requirements of the law and were maintaining at least one college "where the leading object was, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such a manner as the legislatures of the States might respectively prescribe." Other laws were passed which granted to these institutions from the Federal Treasury \$50,000 a year for their more adequate support.

Administration of the funds appropriated for these colleges was placed in the hands of the Commissioner of Education. He is assisted by a specialist in charge of land grant college statistics.

Classical Traditions Lingered Long

During the earlier growth of these land-grant colleges considerable difference of opinion was found in the several States regarding the purpose and the content of the subject matter of agricultural and mechanic arts education. Many of these schools clung tenaciously to the classical traditions and agricultural education was largely theoretical. In many cases mechanic arts which involved engineering training did not amount to more than industrial education of secondary grade. It was therefore the duty of the Bureau of Education, during the earlier years, to assist in making interpretations clear, and to discourage the trend toward the older types of college training.

The establishment of the agricultural experiment stations placed within each institution a new force which created real subject matter for the colleges of agriculture and thus made it much easier for the Department of the Interior in assisting and enforcing the true meaning of the

law. From time to time the Bureau of Education had to call attention to the importance of maintaining the inviolability of the principal and interest of the Morrill funds, particularly in seeing that the investments produced at least five per cent. In several cases the bureau has called attention to deficiencies, which the States have finally rectified by special acts of the legislatures. There are always a number of minor differences to be settled which do not involve more than simple suggestions and are immediately conceded by the institutions.

Clarify Relations with State Universities

At a later period the Bureau of Education was called to aid a number of States in determining more clearly the status of the land-grant college, particularly in relation to the State universities in those States in which both institutions existed side by side. This was done largely through a series of surveys which were carried on in Oregon, Iowa, Washington, North Dakota, South Dakota, Nevada, Arizona, Tennessee, Alabama, Kansas, and North Carolina. In these surveys the proper functions and relations of the independent land-grant college and the State university have been determined in order to avoid unnecessary and expensive duplication. Furthermore, the bureau has called attention to the general equivalence of the educational standards of the work done in the land-grant colleges and the State universities in similar divisions or departments. In assisting to clarify these issues the bureau has helped these States to overcome serious rivalries due to the jealousy of the alumni and to considerations involved in the appeal for State support.

Colleges for Negroes on Different Lines

According to provisions in the law the Southern States were permitted to provide separate land-grant colleges for the Negro race. The development of these institutions has been different from that of white institutions because of the need for trained teachers in agriculture and in the rural schools of the South. Special attention has been given to the trades and industries also, the field for engineering being very limited. In order to unify the standards of these institutions, the Commissioner of Education has for the past four years called in conference the presidents of the colored land-grant colleges with

other leading white and colored educators of the South to formulate standards in agriculture, home economics, and mechanic arts education. These conferences have also considered financial problems and standards for the teacher-training courses for rural schools as well as the general academic standards. The Bureau of Education is planning in the future for a continued series of studies which will enable these colleges to aid in developing the South, both economically and for the best interest of the Negro population.

The Bureau of Education has cooperated with the land-grant college officials in developing more uniform statistics for the annual reports and in obtaining the information which is deemed essential for the public as well as for institutional use. Not until the past year, however, has any definite study been made of the great educational progress made in these institutions. During the past two years the Bureau of Education has compiled a report on the developments in the land-grant college movement as well as in a large number of specialities in the principal divisions of these institutions. In collecting these facts the Bureau of Education will assist in bringing before the public the enormous service which the land-grant colleges have rendered to the public, at the same time showing the possibilities of a system of Federal aided higher education administered through cooperation with the States.



Spaniards Desire American Equipment for Trade Schools

An appeal from Malaga, Spain, has come to the Bureau of Education, through Harold L. Smith, American vice consul, for information to aid in establishing trade schools. City authorities with leading citizens are planning a school for training boys to become carpenters, electricians, mechanics, railway trainmen, plumbers, bricklayers, road builders, and contractors. Certain classes will also be given for girls. It is proposed to model the Malaga schools after trade schools in the United States and to equip them with American products. Trade publications and catalogues from manufacturers of suitable equipment, and building plans are especially desired.



Filling to capacity a large conference room at the central library, a class in magazine writing, composed of men and women, meets every Monday evening at Portland Center, Oreg. This is one of the many classes conducted by the extension division of the University of Oregon.

Contributions to Kindergarten Progress

Specialists of Bureau of Education Especially Helpful to Kindergarten Teachers In Small Towns. Assistance by Personal Consultation and by Correspondence. Clearing House of Information Through Bulletins, Circulars, and Bibliographies

By MARY G. WAITE

Assistant Specialist in Kindergarten Education, Bureau of Education

THE kindergarten section of the city schools division of the Bureau of Education is organized "for the purpose of aiding kindergarten education in every possible way." Among the many duties suggested, one that is of utmost importance is to help the classroom teacher improve her own practice. Many kindergarten teachers, especially those in the smaller towns, do not have the privilege of group conferences to discuss their special problems



Mary G. Waite

and often they do not have the help which is gained through constructive supervision. More and more these teachers are turning to the Bureau of Education for help. For this reason the bureau is, and necessarily must be, a clearing house for their problems.

Cover Every Aspect of Kindergarten Work

Every day letters come to the kindergarten specialists asking about kindergarten theory or procedure, about training or supervision, or about planning, equipment, or support. Many of these questions are general in character, while others are definitely in relation to particular situations. Some questions require research work, but others can be easily answered as they are similar in type to questions which have been asked often. From time to time the kindergarten specialists have prepared bulletins and circulars upon the subject matter of the usual requests. Information about these publications is sent to all teachers, supervisors, and training teachers, whose schools are on the addressograph lists.

Another phase of the work of the kindergarten specialists is to aid teachers, superintendents, and others in establishing kindergartens. This is done partly through correspondence and partly by furnishing information and material for talks and articles. Wherever it is possible the specialists are glad to help by attending meetings at which child education is discussed.

The many and great changes in kindergarten and primary practice which have developed in the past few years have made teachers feel the need of help properly to plan their work along the new lines. To meet this need the Bureau of Education has published two bulletins on curriculum making: "The Kindergarten Curriculum" (Bulletin 1919, No. 16) and "A Kindergarten First-Grade Curriculum" (Bulletin 1922, No. 15).

Recent Changes in Kindergarten Materials

Besides the changes in method and curriculum, the new "conception of education calls for changes in some of the materials and for the addition of other supplementary materials." Partly to meet the questions arising out of the desire to substitute new materials for the old and partly to show the kind of kindergarten rooms which are suitable for the children's activities, the Bureau of Education has published the bulletin on "Housing and Equipment of the Kindergarten." (Bulletin 1921, No. 13.)

Teachers not only want to know the best things to do, but they also want to know how to do them. The term "project method" has needed interpretation for many teachers in the kindergarten as well as those in the grades. Kindergarten Circular No. 12, "Suggestions Concerning the Application of the Project Method to Kindergarten Education" was written to meet an immediate need.

Kindergarten methods have changed because of a changed attitude towards the amount and kind of individual thinking the children are to do. Circular No. 11, "Kindergartens Past and Present," illustrates some of the changes which have come about and especially emphasizes the modern conception of the school as a place to help children do creative work and to develop a sense of social responsibility.

If the kindergarten is to be an integral part of the school it is essential to know what the kindergarten does which may be used as a basis for school work. Circular No. 15, "How the Kindergarten Prepares Children for Primary Work," shows some of the specific ways in which the kindergarten makes definite provision for those habits, skills, attitudes, and funds of information upon which the primary teacher may build in helping children gain control of the tool subjects.

Kindergarten Humanizes School Life

In 1920 the Bureau of Education published "The Child and the Kindergarten" (Circular No. 6), which illustrates the newer kindergarten procedure. The examples in it are excellently chosen to show the value of the kindergarten in humanizing school life and in training children's imagination through the construction of toys, games, pictures, songs, and stories.

Realizing that physical and mental health are essential factors in school life and that right habits must be established early, the bureau published a pamphlet in the Health Series (No. 14) on "The Kindergarten and Health."

The Bureau of Education realizes that another of its duties to the kindergarten teachers is to help them keep in touch with the splendid current educational literature which is especially related to their particular work. For this reason two bibliographies have been published. A list of "Books on the Education of Early Childhood" (Circular No. 7) was made partly for kindergarten teachers and partly "in response to a demand emanating from a reading public which exists quite outside of school or professional circles. The list includes also a number of books that give the modern viewpoint in general education or special phases of educational work."

Concerns Home Life of Young Children

The second bibliography "References on Preschool and Kindergarten-Primary Education" is more technical in character. It contains some books and significant articles from recent periodicals which are especially intended for those who are interested in the home care of young children.

Because inspiration is as necessary for kindergarten teachers as for workers in other fields, and as there has been so much criticism of modern education from so many sources the kindergarten specialists are glad to call every teacher's attention to the circular on "Prefirst-Grade Training" (No. 13). It helps the kindergarten teacher to justify the faith that is hers and emphasizes the mission of the kindergarten in helping "the child to find himself emotionally and socially"; to increase his love of beauty and to establish early certain fundamental social and hygienic habits.

Credit in an approved course in general physical education must be presented to the State board of education by every teacher in Virginia schools on or before September, 1925, according to the "West law" recently enacted by the State legislature.

How the Bureau of Education aids Home Economics

Correspondence, Personal Interviews, Public Addresses, and the Printed Page are the Means Used to Aid in Development of Home Economics. Productive Conference Recently Held in Washington

By EMELINE S. WHITCOMB

Specialist in Home Economics, Bureau of Education

BY MEANS of the press, the platform, and the conference, the division of home economics, by serving as a clearing house for all information pertaining to its subject, strives to make this science of greater value to every student and every home. To succeed in this attempt it is necessary to know its status in the schools, to make surveys and report findings, to formulate standards and assist in preparing courses of study. Of even greater importance is the per-



Emeline S. Whitcomb

sistent attention which must be given to the progress of the science in its laboratory achievements.

Correlate School Work with the Home

From hemming a napkin to designing a dress, from providing for a small table to compiling menus for several hundred, from a personal interview to delivering an address, are lines which indicate but do not bound the field which is assigned to the home economics division of the Bureau of Education.

Another service of the division is in educating the public to appreciate the value of home economics. In one community where a school survey was made it appeared that home economics was not regarded as an important part of the girl's education. In reporting this survey the division of home economics suggested that the subject be presented in a more attractive and practical way. Organization of a day's work in the home, serving a dietary on the basis of food requirements of the individual, and personal responsibility were stressed but many other suggestions were made in detail.

Reaction Favors Home Economics

Too often is home economics education judged by material results only. The higher values of elementary education in home economics are just as tangible as those in English, geography, or mathe-

matics. In recent surveys it has been noted that the proposals to eliminate home economics, music, art, industrial arts, and agriculture and to return to purely academic instruction, because they are cheaper, has led to a reaction and a marked stimulation of local interest in home economics. It is increasing in favor among school patrons.

Specialists of the Bureau of Education in home economics are frequently asked to address educational conventions and other gatherings. In this capacity the home economics division represented the bureau at the New England Home Economics Association, the American Home Economics Association, the Wisconsin State Educational Association, the Pennsylvania Schoolmen's Week, the Georgia State Home Economics Association, the Georgia State Teachers' Association, and the Association of Land Grant Colleges.

Reports of conference proceedings, results of surveys, and circulars contain-

Conferences of teachers and supervisors of home economics called by the Commissioner of Education are planned and arranged by the home economics division. A national conference of city supervisors of home economics which met in Washington April 21 to 24, inclusive, attracted attention in all the great educational centers. In preparing a program of nationwide interest, of breadth of topic and intellectual tone, the division has been highly commended by those interested in the work. Outstanding problems of home economics education were discussed by experts and educators of high professional standing.

Emphasizes Relations with the Home

What the school expects of home economics, what the home expects of home economics, and how the teacher and the college are meeting these demands were questions which occupied the attention of the conference the first afternoon.

Indicative of the general interest in health education was the time given to "the challenge of the health education movement to home economics" and the subtopics "from the standpoint of the school organization, the health specialists, and the out-of-school agencies." On the same subject, "What Delaware home economics teachers are doing in relation to the health program" was a valuable contribution.



Room occupied by the specialists in commercial education, home economics, and educational legislation

ing information on different branches of the subject are prepared by the division and published by the Bureau of Education. Status of home economics instruction in junior and senior high schools, status of graduate work in home economics in colleges, universities, and normal schools, and bibliographies on various phases of home economics education were included in the special studies made by this division in 1923.

Under the main topic, "Contribution of home economics to the development of worthy home membership of boys and girls and to the development of citizenship" were the subtopics, "The spiritual qualities for citizenship which may be developed by home economics," "Home phases of citizenship and worthy home membership," and "Community." Such details as budgets, thrift, service, and cooperation were discussed from every angle.

Educational Bills Before Sixty-eighth Congress

Two Measures Propose Creation of Department of Education. One Would Enlarge Bureau of Education and Abolish Federal Board for Vocational Education. Proposal to Create National University Revived

By WILLIAM R. HOOD

Specialist in School Legislation, Bureau of Education

PROPOSED educational measures before the Sixty-eighth Congress are not yet so numerous as in some other Congresses of recent years, but the tendency toward national concern with public education shows little



William R. Hood

sign of subsidizing. Many bills affecting education in one way or another have been introduced. Some of these are new proposals, but a considerable number will be recognized as measures proposed in former years and kept

before Congress from session to session.

A summary of such educational bills as would seem of general interest is given below. The summary is designed to be reasonably complete, but some proposed measures are not mentioned for the reason that they duplicate others. A House bill, for example, may contain exactly the same provisions as one introduced in the Senate and bearing a Senate number. Several bills relating to the District of Columbia are also omitted. One of these proposes to amend the teachers' pension law, and another would provide increases in teachers' salaries.

I. Federal Departments and Bureaus of Educational Character

Here there are three proposed measures of outstanding importance. First is the Sterling-Reed bill providing for a Department of Education. The provisions of this bill are essentially the same as those of similar bills of previous Congresses and are now well known. Very brief notice of its main features must therefore suffice. These main features are three: (1) It elevates public education by giving it representation in the President's Cabinet; (2) it changes the policy of the Government from that of subsidizing special types of education to

that of giving direct national aid to the public schools in general; (3) it increases by many millions the annual expenditures of the National Government for education.

Department of Education and Welfare

The second outstanding measure under this head is the Dallinger bill for a Department of Education and Welfare. Three main features of this bill are: (1) It seeks to coordinate the National Government's educational activities, being drafted in conformity with a plan to reorganize the executive departments at Washington on a more consistent and businesslike basis; (2) it raises the level of public education to that of a major national concern by providing for a Secretary in the Cabinet; (3) it leaves as at present the policy of restricting the Government's educational activities almost wholly to subsidy of special types of education, provision of educational facilities for dependent peoples such as Indians, and the giving of information, advice, and assistance.

The third important measure under this head is another bill introduced by Representative Dallinger. It provides for better definition and extension of the purpose and duties of the Bureau of Education. Under its terms the scope of the bureau's service to the educational interests of the country would be widened; certain important educational functions of the Government, including administration of the Smith-Hughes Act, would be vested in the Bureau of Education; and the annual appropriations to the bureau would be increased to make its service more effective.

Department of Education and Federal Appropriations

A. Departments and commissions.—1. S. 1337, Sterling.—To create a Department of Education, to authorize appropriations for the conduct of said department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

(a) Creates a Department of Education with a secretary in the President's Cabinet and with one assistant secretary.

(b) Transfers to this department the Bureau of Education and such other

offices and bureaus as Congress may determine.

(c) Authorizes the department to conduct studies and investigations in various divisions of the field of education and to report thereon.

(d) Authorizes an annual appropriation of \$500,000 for administration of the department.

(e) Authorizes appropriations aggregating \$100,000,000, distributed as follows: (1) Instruction of illiterates, \$7,500,000; (2) Americanization of immigrants, \$7,500,000; (3) To equalize educational opportunities (elementary and secondary schools), \$50,000,000; (4) To promote physical education, \$20,000,000; (5) To promote better preparation of teachers, \$15,000,000.

(f) Provides that the State must provide by law for a school term of 24 weeks, must require all children between 7 and 14 years of age to attend school at least 24 weeks each year, and must require that the English language be the basic language of instruction in order to receive the benefits of the appropriation to equalize educational opportunities.

(g) To receive the benefits of the act, State must accept its provisions. To receive its share of any particular Federal appropriation, State or local authorities must provide an equal amount for the same purpose.

Schools to Remain Under State Control

(h) "This act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

(i) Creates a "National Council on Education."

2. H. R. 3923, Reed of New York.—A companion bill of the Sterling bill in the Senate. Contains substantially the same provisions.

3. H. R. 5795, Dallinger.—To establish a Department of Education and Welfare, and for other purposes.

(a) Creates a Department of Education and Welfare with a secretary in the Cabinet and with four assistant secretaries.

(b) Provides for (1) a division of education, (2) a division of public health, (3) a division of social service, and (4) a division of veteran service.

(c) Abolishes the offices of Commissioner of Education, Surgeon General in the Treasury Department, Chief of the Children's Bureau, Director of the Veterans' Bureau, the Federal Board for Vocational Education, Board of Managers of the National Home for Disabled Volunteer Soldiers, and the Board of Commissioners of the Soldiers' Home and transfers their functions, powers, and duties to the Department of Education and Welfare.

(d) Transfers to the proposed new department the Bureau of Education, Bureau of Pensions, Public Health Service, Children's Bureau, Women's Bureau, Freedmen's Hospital, and the National Home for Disabled Volunteer Soldiers. Functions of Secretary of the Interior in respect to Columbia Institution for the Deaf, Howard University, and St. Elizabeths Hospital are transferred to Secretary of Education and Welfare.

Smithsonian Institution Under Proposed Department

(e) Transfers the Smithsonian Institution to the proposed department.

(f) Transfers to the proposed department the administration of the act providing compensation for employees injured in the Government service.

(g) Authorizes the President to transfer to the Department of Education and Welfare any other educational, health, or social welfare service or activity.

(h) Appropriates \$10,000 to carry out the purposes of this act during the balance of the fiscal year ending June 30, 1924.

4. H. R. 5801, Tinkham.—To create a Department of Fine Arts.

(a) Creates a Department of Fine Arts with a secretary in the Cabinet and with an assistant secretary.

(b) Purpose of department is to increase knowledge of the arts and develop a taste for art. The secretary shall have charge and control of the National Gallery of Art.

5. S. 291, Spencer.—Creating a commission on the racial question.

(a) Provides for a "Commission on the racial question in the United States." To be composed of three white men from the South, three white men from the North, and three colored men, all appointed by the President.

(b) Authorizes the commission to inquire into and investigate the conditions surrounding the colored people in the United States.

New Divisions for Bureau of Education

6. H. R. 6821, Upshaw.—To create a commission to be known as the Federal Motion Picture Commission, and defining its powers and duties.

(a) Provides for a commission "under the Department of the Interior as a division of the Bureau of Education." To be composed of the Commissioner of Education ex officio and six members, two of whom shall be women, appointed by the Secretary of the Interior.

(b) Provides for licensing motion picture films for interstate and foreign commerce.

B. Bureau of Education and other bureaus.—7. S. 557, McLean.—To provide for a library information service in the Bureau of Education.

8. H. R. 108, Raker.—To create a bureau for the deaf and dumb in the Department of Labor.

(a) Creates a bureau to be in charge of a competent person having experience in the education of deaf persons or knowledge of their requirements.

(b) Makes it the duty of the chief of the bureau to study the industrial, social, and educational conditions of the deaf and to issue reports and bulletins.

9. H. R. 5089, Yates.—To establish a bureau for the study of delinquent, dependent, and defective classes.

(a) Provides for such a bureau in the Department of the Interior, to be in charge of a director.

Would Extend Functions of Bureau of Education

10. H. R. 6582, Dallinger.—To provide for the better definition and extension of the purpose and duties of the Bureau of Education, and for other purposes.

(a) Directs the bureau to conduct studies and investigations in the field of education and to report thereon. Defines more specifically the educational subjects to be reported on, as illiteracy, immigrant education, public school education, vocational education, physical education,

Eight-Year Course Means Clear Loss of Year

Tests Show Elementary Course Satisfactorily Completed in Seven Years. Shorter Course Raises Level of Community

By GEORGE MELCHER

Assistant Superintendent of Schools, Kansas City

IT IS generally admitted that the European boy is ready for senior college work two years earlier than the American boy. Can America afford to handicap her youth in world competition?

There is nothing sacred about the American eight-year elementary school course. This course was developed before the American public high school was developed. It was developed when the school year was much shorter than now and before the time of skilled and trained teachers.

While the eight-year system may have been adapted to short school terms, lack of high schools and untrained teachers, it certainly is wasting a year in the life of pupils of the modern school.

It may reasonably be asked, can a standard elementary school course be satisfactorily completed in seven years?

Abstract of address before Department of Elementary School Principals, Chicago meeting.

the preparation of teachers, institutions of higher learning, and other subjects as the commissioner may deem proper.

(b) Provides for an assistant commissioner of education.

(c) Abolishes the Federal Board for Vocational Education and transfers its functions to the Bureau of Education.

(d) Authorizes an annual appropriation of \$500,000 in addition to moneys now appropriated to the bureau and transfers to the Bureau of Education appropriations now accruing to the Federal Board for Vocational Education.

(e) Confers more specifically on the Commissioner of Education the functions, powers, and duties now conferred on the Department of the Interior in respect to the education and care of the natives of Alaska, the funds appropriated to agricultural and mechanical colleges, and the administration of Columbia Institution for the Deaf, Howard University, and Freedmen's Hospital.

(f) Creates in the Bureau the Federal Council on Education, to consist of one representative and one alternate from each executive department and of the Commissioner of Education ex officio. Makes it the duty of the council to coordinate the educational policies among the executive departments and to devise ways and means of improving the educational work of the Government.

(g) Authorizes the Commissioner of Education to appoint and associate with himself the National Council on Education, to consist of 15 members representing the various educational interests of the country.

(Continued in June number.)

The answer to that is clear. In Kansas City, hundreds of thousands of standard tests have been given to the pupils in the elementary schools; it has been the policy for 10 years to check the seventh grade pupils in Kansas City against the eighth grade pupils in other cities, and the sixth grade in Kansas City against the seventh grade in other systems. In this comparison, we have found that scores of the seventh grade pupils in Kansas City on school achievement tests rank above the median scores made in other cities. In most cases our schools rank in the upper quartile of the cities of the United States; very rarely on any test do we fall below the median of other cities. Furthermore, the graduates of the Kansas City elementary schools enter high schools in any city and do satisfactory work; the graduates of our high schools, based on a seven-year elementary school course, do superior work in the standard colleges and universities of the country.

The seven-year system brings the following gains to a community:

1. A larger per cent of pupils continue their course into high school and college. More than 80 per cent of all the pupils graduate from the elementary school course in Kansas City. More than 30 per cent of all pupils who enter the elementary grades continue until they graduate from high school.

2. The seven-year system raises the educational level of the average pupil at least one year. It also raises the educational level of the community one to two years. Fifty per cent of all the pupils who enter the elementary schools in Kansas City are now completing the tenth grade, but most cities have lost 50 per cent by the end of the eighth grade.

Marine Biological Laboratory On Firm Foundation

The finest equipment for biological research in the world has been made possible by a gift of \$1,400,000 to the Woods Hole (Mass.) Marine Biological Laboratory. A combined laboratory and library building to cost about \$600,000 will be constructed at once, which with the present facilities will form an ideal plant for the institutions interested in this work.

The gift was a joint contribution from the Rockefeller Foundation, from Mr. John D. Rockefeller, jr., from the Friendship Fund endowed by Mr. Charles R. Crane, and from the Carnegie Corporation.

The laboratory was planned on a national cooperative basis, as it is open to all American institutions. During 1923 seventy universities and research organizations contributed to its support.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BATCHELDER, SAMUEL F. Bits of Harvard history. Cambridge, Harvard university press, 1924. xiv, 323 p. front., plates. 8°.

This volume gathers from the three centuries of Harvard history a great store of tradition and fact based on contemporary records, fugitive pieces, official documents, and (for more recent years) personal recollections.

COE, GEORGE A. Law and freedom in the school, "can and cannot," "must and must not," "ought and ought not" in pupil projects. Chicago, Ill., The University of Chicago press [1924] ix, 133 p. 12°.

A discussion of the force of law—natural, common, and statute, economic, moral, and ideal—in the projects of the child. It treats of the present-day educational situation and suggests the possibilities of an efficient employment of the project method of teaching.

ELIOT, CHARLES W. Harvard memories, Cambridge, Harvard university press. 1923. viii, 143 p. plates. 8°.

The publication of this book seems appropriate in view of the recent celebration of ex-President Eliot's ninetieth birthday. The contents consist of a reprint of three addresses on the traditions of Harvard college, The function of a university, and The Harvard yard and buildings.

FINCH, ROBERT. The approach to English literature. London, Evans brothers, limited [1924] 151 p. 12°.

The author here shows how a n interest in and an appreciation of the best English literature may be imparted to school children. The methods described have been tested by successful experience in a well-known school in Middlesex, England.

FREEMAN, FRANK N., ed. Visual education; a comparative study of motion pictures and other methods of instruction. The report of an investigation made with the aid of a grant from the Commonwealth fund. Chicago, Ill., The University of Chicago press [1924] viii, 391 p. plates, illus., diagrs., tables. 8°.

The investigation described in this volume consists largely in a comparison between various forms of visual education or between visual and nonvisual methods. In each case the results of the instruction were subjected to tests which fell in general under the two heads of "information" and of "ability to do." The subjects of the investigation were nearly all pupils in the intermediate or upper grades of the public schools in Evanston, Urbana, Detroit, Cleveland, Oak Park, Joliet, and Chicago. The book gives the reports of 13 individual studies by the persons in charge, and a general summary of the whole by the editor. It was found that the relative effectiveness of verbal and visual instruction varies, according as emphasis is to be laid on concrete experience or on the generalizing and reasoning processes. The investigation does not show that motion pictures are of outstanding and unparalleled value as means of awakening interest in a subject or of stimulating activity, in comparison with advanced modern methods of instruction.

HUNT, CHARLES W. The cost and support of secondary schools in the state of New York. A report reviewed and presented by the Educational finance inquiry commission under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 107 p. tables, diagrs., form (fold.). 8°. (The Educational finance inquiry, vol. III.)

This study presents data with respect to the per-pupil yearly cost of high schools, and of various high school subjects. In both cases the data are segregated within the state. In addition it investigates the school factors which have a bearing on high school costs, and the abilities of communities of all types to support secondary schools.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The twenty-third year-book. Part I, The education of gifted children. Part II, Vocational guidance and vocational education for the industries. Ed. by Guy M. Whipple, secretary. Bloomington, Ill., Public school publishing company, 1924. 2 v. diagrs., tables. 8°.

This yearbook was discussed at the Chicago meeting of the National society, February 26, 1924. The first part contains the report of the society's committee on the education of gifted children. The members of the committee present in a series of papers their individual and independent convictions, which are not in agreement. After a historical and introductory paper, the general reports and summaries deal with methods of selecting superior or gifted children, problems of organization and administration, the special curriculum, personal and social characteristics of gifted children, and the relation of this phase of education to the democratic idea. The volume also includes a number of special studies and an annotated bibliography on gifted children. Part II shows the present status of vocational guidance activities in the public schools of typical large and small cities, and discusses vocational education for the industries in part-time or continuation schools, in day and evening industrial courses, etc.

OSUNA, JOHN JOSEPH. Education in Porto Rico. New York city, Teachers college, Columbia university, 1923. viii, 312 p. front. (fold. map) plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 133.)

Porto Rico presents a new problem in American education, since the island has to-day an American school system with 400 years of Spanish background. This volume gives a comprehensive history of educational activities in Porto Rico from the beginning of the Spanish occupation to the present.

PARKER, WILLIAM BELMONT. The life and public services of Justin Smith Morrill. Boston and New York, Houghton Mifflin company, 1924. 378 p. front. (port.) plates. 8°.

One chapter of this biography is devoted to the services of Senator Morrill to education in promoting the land-grant college acts.

SMITH, E. EHRLICH. The heart of the curriculum. Garden City, N. Y.,

Doubleday, Page & company, 1924. x, 363 p. diagrs. 12°.

A brief historical sketch of the expansion of our school curriculum from the original "three R's" to its present array of elementary school subjects is first given in this volume. The writer protests against the restricted position which tradition has assigned to reading as a school subject in the intermediate grades, and suggests a modification of our present courses of study—especially in regard to the subject of reading—so that the pupil may become better prepared for his social and civic duties. From actual classroom practice he presents illustrations of reading in grades four to eight, showing how properly organized and directed reading may be made to illuminate the other subjects of the curriculum. Because of its use as a means for the mastery, interpretation, and appreciation of history, geography, civics, current events, and other subjects, reading is clearly the most important subject of the curriculum, according to this book. Attention is called to the importance of implanting in the pupil a permanent interest in good reading, in order that his information and culture may be constantly renewed throughout life.

STEDMAN, LULU M. Education of gifted children. Yonkers-on-Hudson, N. Y., World book company, 1924. viii, 192 p. diagrs., tables. 12°. (Measurement and adjustment series, ed. by L. M. Terman.)

In the training department of the Southern branch of the University of California at Los Angeles, formerly the State normal school, there is a department called the opportunity room for the training of gifted children, which was organized by the author of this book. She here describes her work with this special class, both in general and in relation to a number of individual cases, one of them a child possessing the highest I Q yet reported, 214. The children in the opportunity room are encouraged to think independently and to undertake original work. The measures of intelligence and the group projects and activities employed in the room are described. The book ends with a summary and conclusions, in which she advocates the segregation of gifted children in opportunity rooms during their elementary school education, and opposes sending the gifted child to the high school at an age at which he is socially unable to affiliate with his classmates.

THOMAS, CHARLES SWAIN, ed. The Atlantic book of junior plays; edited with introduction, comment, and interpretative questions. Boston, The Atlantic monthly press [1924] xxxiii, 320 p. 12°.

This book contains a collection of 13 junior plays, preceded by an introduction on appreciating the drama. Its design is to help to establish a surer taste for the type of play that is worth while, not only for acting, but also for reading, and to serve as an introduction to the later study of Shakespearean drama. The plays are followed by interpretative notes.

Three problem children; narratives from the case records of a child guidance clinic. New York, Joint committee on methods of preventing delinquency [1924] 146 p. 8°. (Publication no. 2.)

Here are published the narratives of three children who presented problems of conduct, in order to give some indication of the assistance offered by modern science to those seeking to understand such cases and to guide them into normal development. Psychiatry affords a new approach to the handling of children who are delinquent, or maladjusted, or unhappy. A general discussion of the three cases is contributed to the volume by Prof. Henry C. Morrison, of the University of Chicago.

Influence of Statistics in Unifying American Education

Uniform Terminology and Uniform Methods of Accounting the Outstanding Needs. Accuracy and Promptness Attainable Only Through Full Cooperation of Reporting Officers. Limited Field Force Now Available for Special Help

By FRANK M. PHILLIPS

Chief Division of Statistics, Bureau of Education

EDUCATIONAL STATISTICS to be of value should be (1) comprehensive, (2) clear, (3) current, (4) accurate, (5) recent. These various items will be discussed in turn, in an attempt to show how the statistics of the Bureau of Education may be made applicable to the problem of unifying certain phases of American education.



Frank M. Phillips

Statistics should be comprehensive; that is, they should cover the field. They should be complete. The various items included in any statistical unit should readily be subject to analysis, isolation, and identification. Each separate phase of the system important enough to receive recognition, should have its own place in a statistical analysis.

First Essential Is Uniform Terminology

In order to make statistics comprehensive and to know that they are complete, one of the first essentials is a system of uniform terminology and a uniform system of keeping records. This is not possible without some unification in educational systems in the various divisions of the United States. Proper definition is necessary so that when school men are discussing any subject they will all be talking about the same thing; so that when school men undertake to answer questions on the schedule designed for gathering educational data, they will all be answering the same question. This means that the terminology should be uniform so that a specific question will not mean one thing to one school official and something else to another.

Marked differences of definition arise in discussing matters of expenditure, sources of revenue—in fact, in practically every statistical item that might be included in any comparison that it may be desired to make between school systems. It ought to be possible, for example, to

know when to include and when to exclude a particular item under capital outlays. It ought to be possible to decide when the cost of a replacement ceases to be mere repairs and begins to be a charge against new construction. When a building has been damaged by fire and the insurance received and the repairs made with such modifications and additions as may be necessary or advisable, how much of that ought to be charged to repairs and replacements and how much to capital outlays?

Cooperation to Reach Uniform Accounting

There ought to be some agreement among the school officials so that certain items would not appear as equipment in one school system and as supplies in another school system. It is a function of the bureau to cooperate with serious-minded groups of individuals, well-meaning associations of various kinds, and arrive at a system of uniform terminology and a system of keeping records, accounts, and all kinds of educational statistics that would be uniform.

Educational statistics should be clear; that is, subject to a single interpretation which can be reached without a great amount of study. No perplexities should arise as to what the figures mean. The

first essential in having clearness depends, of course, upon uniform terminology mentioned under the previous heading.

The statistics of the Bureau of Education should be current, that is, they should be continuous. If statistics are comprehensive, clear, and current it is possible for anyone interested in a particular phase of education to study changes that are taking place and that have taken place from time to time, and thus show secular changes as well as short-time changes in the important phases of that particular item. Statistics to be current need not necessarily be annual, but if annual they should be always annual, if biennial they should be always by two-year periods, and not annual part of the time and then by three or five year periods for the remaining part of the time.

"Statistics" Must Necessarily be Facts

Educational statistics as well as all other kinds should be accurate. Statistics are sometimes defined as mathematical facts—that is, facts expressed in numbers, or measured facts. To be statistics, then, the data gathered should be facts to begin with. There are no recognized ways of eliminating errors from data that have been carelessly collected, inaccurately stated, or purposely given in other terms than in accurate figures. The inaccuracies that have crept in during the past have been caused by a lack of uniform terminology and of a proper understanding of exactly what various items on the schedule may mean. In answer to a particular question, educational organizations are frequently found not to be reporting on the same thing. This brings us back to the point stressed in the previous paragraph, that uniform



One of the offices of the statistical division

terminology is one of the first essentials in a statistical report.

Statistical reports to be of interest and of value should be recent; that is, they should be up to date. Delays in compilation are often caused by delays in reports from the field. Some school systems close in May or June; frequently there is no responsible officer on the ground until the next September or October, and no one is responsible for getting out a summarization of the activities of that particular institution for the past year. Such delays can not well be prevented unless these institutions have some system of keeping accounts so that a person with limited statistical experience might draw from these accounts such items as are necessary in making up a statistical report.

After the schedules have been received from the field and additional inquiries made regarding missing data and the interpretation of finished data, it requires some time to formulate these statistics into a final report.

Under the present plan field workers are designated to visit school organizations throughout the United States and assist them in filling the Bureau schedules. This does not mean that a sufficient force has been provided to visit every one of the forty or fifty thousand reporting units in a single year, or even in a two-year period. It is the expectation that the field agents will be used only for those organizations requiring assistance in the isolation of data and requiring an explanation of what the various statistical items include. It is also the feeling that a preliminary report containing a very few of the more important items should be issued as soon as practicable after sufficient time has been given for the various types of schools to send in reports.

One of the chief functions of the Bureau of Education is the dissemination of information. That information must of necessity be gathered from the field from the various types of educational institutions. In order that the published statistics may be comprehensive, clear, current, accurate, and recent, the information gathered by the bureau must possess all these qualities. An important function of the bureau then, related to this dissemination of information, is in unifying statistical reports and such unification ought to add materially in the unifying of American educational aims, results, and costs.

Home economics and agricultural classes cooperate at Trousdale, Kans. The boys killed and dressed a hog for a farmer, and the girls studied the cuts of meat in a very practical way.

National Conference on Home Education

Educating the Public Described as a National Pastime. Evanescent Impressions do not Develop Mastery.

TO DEFINE the aims of home education and set a goal toward which all may work in cooperation, Commissioner Tigert, of the Bureau of Education, called a national conference for May 7, 1924. The conference was held in Minneapolis in conjunction with the annual meeting of the National Congress of Mothers and Parent-Teacher Associations. Librarians, extension directors in universities, and leaders in parent-teacher associations were invited to assist in this effort to promote adult education.

In pointing out some of the means employed by university extension divisions, and in advocating a system of correspondence study which would make formal instruction available to everyone, W. S. Bittner remarked that "educating the public is a national pastime" but a game infinitely varied and the goal as well as the rules uncertain. He declared that it was the aim of the university to popularize knowledge and that "Every family that owns an automobile, a radio set, or a phonograph should have a correspondence study course in the mail box."

Ephemeral Impressions Are Not Study

Continuing the discussion, R. R. Price expressed the view that from popular lectures, the radio, moving pictures, and newspaper or magazine reading "people learn, but this is not study." Taking what comes one's way without any specific goal in mind may give a superficial knowledge of many things but it lacks the mastery resulting from a determined grappling with a difficulty. The two methods often merge, but there is a clear distinction in the intellectual processes involved. "Radio and moving pictures go by so quickly, leaving only a temporary and usually evanescent impression" that they are useful merely as aids, in the opinion of Mr. Price.

For the 2,000,000 who leave school and are out of touch with any formal method of schooling before they reach twenty-one, Elmore Peterson sees a task for adult education and the necessity of widely advertising the education which is available.

"Safeguarding the mental health of children," a course given to a class in Boston, including both parents and teachers, as presented by James A. Moyer, furnished a concrete example of what may be accomplished in parent teaching.

A library demonstration made by the Parent-Teachers Associations of New Jersey, showing how libraries may be extended into the rural home, was reported by Miss Sarah Askew. A van was equipped with books and a librarian who knew the rural community went out with the van to reach these people. The demonstration was so successful that the State of New Jersey took it over as part of its regular library work.

Americanization work by the Seattle public library, the Readers' Bureau at Chicago, and similar work in Detroit, Cleveland, and Milwaukee were cited by Carl H. Milam in making suggestions for the library's part in the home-education movement.

Service by Interviews and Educational Guidance

"Too few of us realize how many are suffering from intellectual hunger," stated Webster Wheelock, "or how many there are whose appetites would be whetted if the feast were spread before them." Recalling his own experience in seeking advice from busy college professors, he set forth the great service which the library may render by personal interviews and educational guidance.

In discussing the methods of cooperation in educating for parenthood, Mrs. A. H. Reeve lamented the fact that millions of men and women are yearly entering the most exacting of vocations with no more than a grammar-school preparation. She paid high tribute to the parent-teacher association, the mothers' club, the pre-school circles, and the National Congress of Mothers' for their work among mothers in awakening a consciousness of ignorance and a desire to learn. Mrs. Arthur C. Watkins outlined the credit course of parent-teacher associations which she has conducted at the Columbia University summer school for the past three years and spoke briefly of the 1924 course.

It was agreed by the groups in conference that a nation-wide campaign of publicity should be instituted in order to bring the opportunities for adult education of various kinds before the people of the United States. It is expected that the proceedings of this conference will be published and distributed by the Bureau of Education.

Ellen C. Lombard, director of home education, United States Bureau of Education, was executive secretary for the conference.

In answer to the question "What shall I do to be healthy?" the physical welfare department of the Cleveland schools has arranged a series of public lectures on food, health habits, and recreation.

Communities Extend to Ends of Bus Lines

Four-Day Jubilee Marks Achievement of Consolidating 61 One-Room Schools to Form 11 Graded Schools. About Half the Children Transported Daily in 53 Comfortable Motor Busses

By JAMES F. ABEL

Assistant in Rural Education, Bureau of Education

ESTABLISHMENT of 11 fine consolidated schools to take the place of 61 one-room schools was the occasion of the Western Kansas School Jubilee held at Oakley, January 22 to 25. The four-day jubilee sponsored by the State teachers' colleges at Emporia and Hays, the Oakley schools, and the business men of Oakley, was the largest exposition of consolidated schools ever held in Kansas.



James F. Abel

It began with a rally, ran through two days of touring the communities and visiting the 11 consolidated schools, and closed with the dedication of the new \$125,000 grade building at Oakley. The touring party of 40 consisted of county and city superintendents, members of boards of education, and representatives of the State's educational institutions. One of the visitors asked a resident how large Colby is, and was answered, "I can't

The jubilee was in celebration of an achievement in school consolidation that has been carried out in Logan and Thomas Counties in the sparsely settled section of Western Kansas. Eleven consolidated districts, each with one central school, comprise an area of 861 square miles, offer elementary education to more than 2,100 children, and make it possible for every boy and girl within that area to have a good high-school education without leaving home.

About half the 2,100 school children are transported to and from school daily in 53 motor busses driven by teachers, pupils, or farmers. A mechanic is hired by nearly every school to keep the busses in repair, and there is always one extra or "utility" bus. This winter there has been an average of not more than three "mud" holidays in each of the schools. Busses are heated and drivers are under strict rules regarding speed limits and full stops at all railroad crossings.

Valuation from One to Three Million

The lowest assessed valuation for any of the 11 districts is a little less than one million dollars; the highest, a little more than three million. The average tax levy is between 11 and 13 mills. In



Oakley Consolidated High and Graded School

exactly say. This community extends to the end of the bus lines."

More than 1,500 people were present at the dedication of the fine new grade building at Oakley. A parade of 15 educational floats from the Oakley schools and 30 busses from neighboring schools was one of the fine features of the day's program.

several cases this covers the cost of new buildings and equipment.

Note the size of the districts. With the exception of Colby, a county seat, none of them is smaller than 50 square miles. The Brownville school is in the open country 14 miles from the nearest post office. At Oakley the average length of bus route is 16½ miles.

Some of the facts about the districts are:

Name of district.	Area. Sq. mi.	Grade pupils.	High-school pupils.	Number of busses.	Number of teachers.	Value of plant.
Monument.....	80	70	35	5	5	\$18,000
Russell Springs.....	80	50	30	4	4	12,000
Winona.....	100	125	50	5	6	23,000
Brownville.....	125	80	40	5	4	12,000
Brewster.....	100	80	50	6	8	100,000
Levant.....	50	50	28	3	5	39,000
Colby.....	20	325	125	3	12	125,000
Gen.....	66	90	45	2	7	70,000
Rexford.....	125	100	46	4	7	100,000
Menlo.....	84	130	45	5	9	75,000
Oakley.....	420	265	106	9	16	250,000



Winona Consolidated School

The consolidated schools have done more than any other agency to develop a community spirit in western Kansas. The fact that their boys and girls are mingling with the town children in social activities offers an inducement for the parents who live in the country to come in and join in the entertainments and revels. The line of demarcation between town and country is now so lightly drawn that it is almost imperceptible.

The patrons of the Oakley district are proud of their "Class A" high school and their "Standard" grade school. Any student in the 120 square miles of the Oakley district may take his choice of five high-school courses; college preparatory, normal training, industrial training, commercial, or general. The taxpayers take the stand that no matter what consolidation costs, it is worth it. The communities have reached out to the ends of the bus lines.



A committee composed of faculty and student representatives elected by the students to consider improvements in the various courses is an innovation instituted in the Instituto Pedagógico in Santiago, Chile. The student body also elects an instructor to represent it in the faculty council.—*Bulletin of Pan American Union.*



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